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The six migrant areas in Texas, and the number of migrants in these areas, are discussed. The types of migrants are: homebase migrants, in-migrants, embryonic migrants, and out-migrants. Buildings, facilities, and financial aid for migrant schools are inadequately used. Representative school programs for migrants are presented as evidence of statewide education efforts. Aid is needed for migrant schools. Major needs in planning for the education of migrant children include what to teach, how to teach it, materials for teaching, finances, and adequate space.

Two practices which could be helpful in working toward a Texas program of migrant education are: a flexible state aid program with positive encouragement; and a free and creative attitude toward attendance, parental education, calendar, census, and records.

A proposed revision of the Migratory Formula will offer some financial aid; however, a remedial program should also be provided. Additional laws, rules, and regulations are needed for migrant education. Working contracts with state and national agencies, liaison between intra-state regions, and advisory and guidance committees should be considered as effective practices. Such procedures as visits, letters, and questionnaires used to locate migrants in schools are explained and examples are shown.

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NOTICE OF PROPOSED CHANGE IN POLICY

Amendment to Migratory Pupil Formula for Alloting Additional Professional Units

Austin, Texas
May 6, 1963

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
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State Board of Education
Austin, Texas

Members of the Board:

Studies that have been conducted during the past two years indicate a need for revision of the Board policy governing the allocation of additional teacher units to school districts that experience an annual fluctuation in average daily attendance because of the enrollment of children of migratory workers.

Analysis of data from school districts that do not enroll children of migratory workers shows that on the average these districts experience a fluctuation of approximately 3% in the number of children in average daily attendance.

The present policy which is shown below requires a 5% increase before a district becomes eligible for benefits under the provisions of the migratory formula. The revised policy reduces the eligibility requirement for districts with migratory pupils to a 3% increase.

Present Policy

> To be eligible for an adjustment in classroom teacher unit allotments for the current school year, a district must show that for each of three months or for each of two six-weeks reporting periods of the previous school year the monthly average daily attendance of the first eight grades was at least five (5%) per cent higher than the annual average daily attendance for the previous year.
>
> Additional classroom teacher units will be allotted for use in the current school year on the basis of the average daily attendance record of the first eight grades for the previous school year. For each month in the previous school year that a district has an average daily attendance which is five (5%) per cent above the average daily attendance for the year, one-ninth (1/9) of an additional classroom teacher unit may be allotted for each twenty-six (26) pupils in average daily attendance above the annual average

ED002651

daily attendance plus five (5%) per cent. In schools that use six weeks reporting periods, one-sixth (1/6) of an additional classroom teacher unit may be allotted for each twenty-six (26) pupils in average daily attendance above the annual average daily attendance plus five (5%) per cent. No credit is allowed for fractions. Additional classroom teacher units allowed under the formula shall be counted in determining the district's eligibility for special service teachers and for current operating cost allowance.

Some districts experience a large fluctuation in average daily attendance (ADA) at certain times. These districts may utilize regular classroom teacher units (CTU's) by employing teachers to fill these units on the semester or three months basis. A district may choose to leave a teaching position vacant for the first semester of the school year while pupil enrollment is low and employ two teachers to fill this CTU for the last semester of the year. A school system may choose to leave two positions vacant for the first three months of the school year and employ three teachers for the last six months of that year when enrollment is high.

Revised Policy

School districts eligible for assistance under the provisions of the migratory pupil formula are those district which experience peak periods of attendance above the yearly average attendance caused by the presence of students whose parents are migratory agricultural workers. School districts requesting assistance under the formula must substantiate that the increased attendance during certain reporting periods is the result of the attendance of these migrant children and not because of (1) increased growth in the regular student population or (2) the presence of non-migrant students who drop out of school or move out of the community thus causing one or more reporting periods to have an attendance considerably in excess of the average for the year.

Additional classroom teacher units, separate for whites and separate for Negroes, will be allotted for use in the current school year on the basis of the average daily attendance record of the first eight grades for the previous school year. For each month in the previous school year that a district has an average daily attendance which is three (3%) per cent above the average daily attendance for the year, one-ninth (1/9) of an additional classroom teacher unit may be allotted for each twenty-six (26) pupils in average daily attendance above the annual average daily attendance plus three (3%) per cent. In schools that use six weeks reporting periods, one-sixth (1/6) of an additional classroom teacher unit may be allotted for each twenty-six (26) pupils in average daily attendance above the annual average daily attendance plus three (3%) per cent. No credit is allowed for fractions. Additional classroom teacher units allowed under the formula shall be counted in determining the district's eligibility for special service teachers, principals, supervisors, counselors, and for current operating cost allowances.

Some districts experience a large fluctuation in average daily attendance (ADA) at certain times. These districts may utilize regular classroom teacher units (CTU's) by employing teachers to fill these units on a six weeks or monthly basis. A district may choose to leave a teaching position vacant while pupil enrollment is low and employ additional teachers to fill this CTU for the periods when enrollment is high.

In addition to the revised policy shown above, it is recommended that authorization be given for establishing separate programs for migratory and resident pupils in not more than three school districts for the school year 1963-64.

The research conducted by Mr. Ward indicates that children of migratory workers are in their home districts for from five to six months of each school year. It is proposed to design a six-months program that includes approximately the number of clock hours of instruction as are provided for in the typical nine-month program. By operating this program in a small number of districts, intensive effort can be directed toward determining whether the program provides a better solution to the educational needs of migratory children.

To be eligible for participation, a school district must (1) develop a program suitable to the needs of migratory pupils in grades one through eight, and (2) show that adequate facilities and other resources needed to implement the program are present in the district. Separate attendance records shall be maintained for pupils enrolled in the migratory program.

Professional units would be allocated to these districts in accordance with the following formula:

Nine-month program for all pupils except migratory pupils in grades one (1) through eight (8).

For districts on a six-week attendance reporting basis, the annual average daily attendance for the nine-month elementary program shall be estimated by summing the prior year's average daily attendance earned in grades one (1) through eight (8) during the first six weeks plus five (5) times the average daily attendance earned in grades one (1) through eight (8) during the second six weeks and dividing the sum by six (6).

For districts on a monthly attendance reporting basis, the annual average daily attendance for the nine-month elementary program shall be estimated by summing the prior year's average daily attendance earned in grades one (1) through eight (8) during the first two (2) months plus seven (7) times the average daily attendance earned in grades one (1) through eight (8) during the third month and dividing the sum by nine (9).

The total estimated average daily attendance for the nine-months program shall be derived by adding the estimated elementary attendance to the actual average daily attendance earned in grades nine (9) through twelve (12) during the prior school year.

Classroom teacher units, separate for whites and separate for Negroes, for the nine-month program shall be allotted on the basis of the total estimated average daily attendance for grades one (1) through twelve (12), according to the formula for allocating regular classroom teacher units under the Minimum Foundation School Program; provided, however, that additional classroom teacher units may be allotted to those districts whose average daily attendance for the then current schoolyear exceeds the estimated amount.

Program for migratory pupils in grades one (1) through eight (8).

The average daily attendance to be used as the basis for allotting classroom teacher units for the program for migratory pupils shall be estimated by adding the average daily attendance in grades one (1) through eight (8) for the three (3) highest reporting periods of the previous school year, dividing the sum by three (3) and subtracting the estimated annual average daily attendance for grades one (1) through eight (8) of the nine-month program. The remaining average daily attendance shall serve as the basis for allocating classroom teacher units, separate for whites and separate for Negroes, for the program for migrants according to the formula for allocating regular classroom teacher units under the Minimum Foundation School Program; provided, however, that additional classroom teacher units may be allotted to those districts whose average daily attendance for the three (3) highest reporting periods of the then current school year exceeds the estimated amount.

Respectfully submitted,

J. W. Edgar

J. W. Edgar
Commissioner of Education

TEXAS EDUCATION AGENCY

EDINBURG, TEXAS
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Field Office for
Study of Education for Migrant Children

EDUCATION FOR MIGRANT CHILDREN

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EDUCATION FOR MIGRANT CHILDREN

I. Findings: Overview

II. Findings: Factual

III. Viable Beneficial Attitudes and Feasible Practices for Consideration

IV. Procedures Used

V. Anchor and Derived Data; Some Interpretation; Foreseeable Conditions

STUDY OF EDUCATION FOR MIGRANT CHILDREN

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I

OVERVIEW

Two hundred forty school districts in one hundred Texas counties have migrant children. All schools in those districts had 375 000 children every day in 1961-1962. If all children six to seventeen years old had been in school every day there would have been 450 000.

There were 85 000 migrant school children in Texas in 1961-1962. They could not be in school every day, but some of them were part of the time. There were 5 000 for two to six weeks in schools in the Texas Panhandle, Colorado, Oregon, California, Washington, and Idaho; 5 000 two to six weeks in Ohio, Michigan, Indiana, and Wisconsin; and 50 000 for twelve to twenty weeks in the Winter Garden, the magic Rio Grande Valley, the golden Coastal Bend, and in four areas in the shadows of the Alamo.

Not 100 of these migrant children were in school 180 days anywhere in 1961-1962. They are the children of Texas people who live in their own small homes in large towns, small cities, and large cities four to six months of the year and are wendering nomads of farm and orchard the other half in western and northwestern United States, the Middle West, and south of the Great Lakes, seeking work and earnings for that livelihood which so far they do not find at home. No one can say that this is due to economic pressure or pull, but he can say that it is due to both.

There are Spanish surname saturation population areas in Texas where work and jobs are not actually or potentially available. The surplus people escape from the pressure by spreading throughout a vast sector with an eastern line from Brownsville to upper New York state and a western line from Brownsville through Arizona to California. There is also economic pull in that sector. Texas and one neighbor state have wage rates of only forty to sixty cents an hour. States in the upper part and along the horizon of that sector have wage rates of $.80 to $1.50 an hour.

These migrant people may be the most important single factor in U.S. agricultural economy. They furnish only 2½% to 3% of the total man-days of farm labor annually, but it is more than seasonal labor; it is urgent and critical. Without sufficient help during the few peak weeks there will be heavy losses in Holly Company with its multi-thousand acres in sugar beets and putrid smells instead of food in Goodwin's 100-acre tract of cabbage. This will continue and the need will become greater and more critical with the haste to meet taste so long as most of man's food and fiber begin in the soil from which it has to be pulled and processed often in two to four weeks.

Important as the adult may be in the economic scheme, the migrant child is important only during two periods---(1) as he grows, becoming large enough to work and (2) while he works along with the traveling group. Considered any other way, he is a nuisance. Children of migrants have the most meager opportunity of all children. Opportunity is not the appropriate word; lack of opportunity must be compressed into one if a suitable one word is wanted. Cleanliness, health, food, clothing, housing, and a peer group with which to play, go to school, and grow up are the simple birthright of youth, which we Esaus have sold from under the migrant child for the mess of pottage in our daily fresh vegetables and fruit of the loom.

The superintendent and the curriculum specialist are pushed hard to work out a semblance of adequacy in an educational program for migrant children, and no genius can operate its administration. If all agree on basic knowledge, activities, and ideas for grade 2 for 180 school days, there is objection to chopping them in short pieces; and if the objection is overcome, putting them together again in half the time takes genius yet undiscovered. When, if ever, that genius is discovered, administration still faces beginning its program for one-third of the children in November, another third in December, and the others in January. Scores of constant-striving superintendents and hundreds of conscience-guided teachers are trying it, though. They do what they can with what they have, and they are never satisfied.

Doing what they can, schools have created at least six kinds of school programs for migrants in Texas. There is a short special school for in-migrants. It usually runs six weeks in October and part of November from 7:30 a.m. to 12:30 p.m. Health, the three R's, English, and elementary social relationships are its program. Levelland has one of the good schools of this kind.

Middle-size school districts often do as Odem Schools do. They begin with a full quota of teachers and some rather small groups which begin filling up in November, swell out in December, and sometimes overflow in January. So far as is administratively possible, placing, grouping and regrouping keep things going along without too much back-up loss for the full-time student by matching the late comer with an already-moving group.

The Odem kind of program reserves some of its teacher quota and often uses two-for-one and three-for-one if it can find teachers who can and will work part time. Crystal City not only does this but uses entire school plants in somewhat that manner. This can be done in Crystal City, for the September enrollment is 1 600 and the mid-year or later total is 3 100. Thirty one classrooms were opened in October, November, and December, 1962.

Another program that responds to the migrant stimulant takes the returning migrant on any day of the school year; and tests, records, teacher-judgment, and principal-ingenuity put him in a moving group where he can catch the step. Flexibility, readiness to regroup, and a basic education program for those who are thirteen to sixteen years of age are controlling elements in this program. Edinburg is one of the good examples.

Pharr-San Juan-Alamo's strong response resembles Edinburg. There are two marked differences: (1) Controlled entrance dates, and (2) much more two-for-one and three-for-one teacher quota utilization.

A response which all places would like is made at Falfurrias. An intensive campaign with parents and others through teachers, parent-teacher groups, county officials, and church groups for eight to ten years has made more work available locally and influences those parents who move with the migrant groups to leave school-age children with friends, relatives, and older children. Migrancy has been reduced from about 15% to less than 2%.

No matter how good the response of these six and any other program a person may think he senses, there are jolting facts. One-fifth of the total school population in the migrant areas is migrant, and one-fifth of the total school population of Texas is in the migrant districts. Another fifth is mobile; they move their homes each year. Still another fifth in numbers are drop-outs and non-enrollees. These fifths are inextricably intermingled, and until there is a miraculous continuing school census and set of records, no one will deal with definitive numbers of migrants, dropouts, and mobiles. When he does, the lines between them will waver in confusion. The one between migrancy and mobility is drawn by income and status. The poorly-paid and poorly-trained person who moves around is migrant; the well-trained, well-paid is mobile.

The migrant jolts harder, both himself and others, than the mobile. The mobile can fit in as he moves. The migrant has been losing for thirty years. His timing fits nothing. He can get little in schools as he moves along. He comes back to his homebase and disrupts the school program at an awkward time, causing discomfiture for the full-time student and ineffectiveness for the whole school program. He crosses school district lines and county lines, and is pulled around over the state; and so many of him affect the entire state. He moves freely across state boundaries and around in at least twenty states, producing national concern among all people with light enough to see the situation.

Any competent statistician and any careful demographer can add to or take away a few thousand in numbers from the 85 000 migrant children here written about. They will, in so doing, add little to and take little from the problems running through educational programs for migrant children. The problems are here and will produce third-class citizens if the next twenty years come and go as the last twenty have. Texas can and should evaporate all emotionalism around the problems in the hard crucible of reality, and when it does the Texan faces the question: Shall we go along with India and present the world with a wandering branch of the Caucasian race to make migrant a word as hard and permanent as gypsy?

II
FINDINGS: FACTUAL

Work Copy

(Map-
next page

FINDINGS: Factual

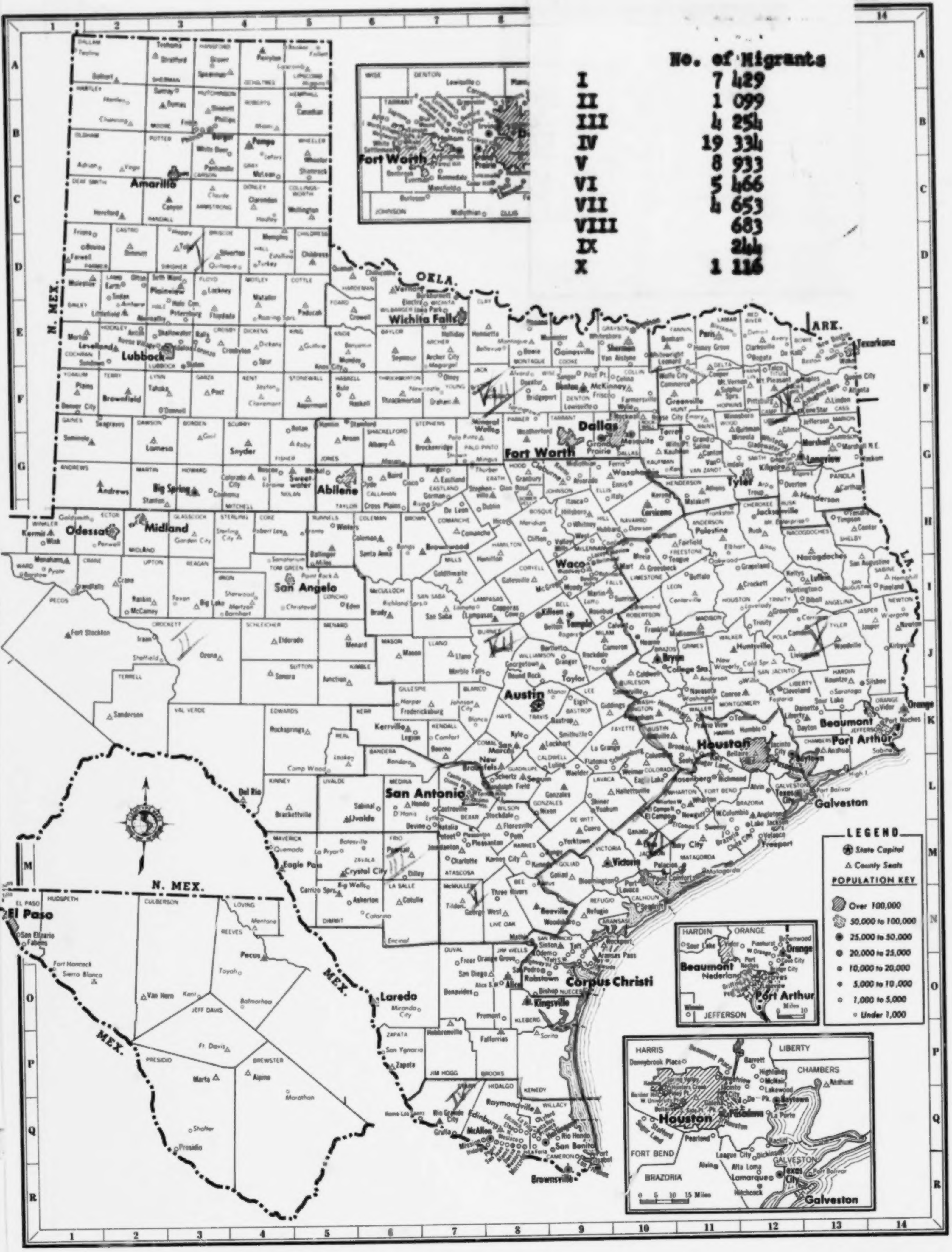
Through conference, information in letters, experience with migrants, and some knowledge of the state, it soon became obvious that Texas had several migrant areas. Ten study areas were tentatively outlined on the state map. They aided preliminary work so much they were retained for outlining questionnaire forms. The ten areas as shown by the map on the next page are:

I. Panhandle and South Plains
II. West Texas
III. Winter Garden
IV. Lower Rio Grande Valley
V. South Central
VI. Coastal Bend
VII. Central Texas
VIII. North Central
IX. East Texas - North
X. East Texas - South

Ten Areas. Counties were listed alphabetically in each area, and school districts in each county were alphabetized and numbered consecutively through the entire area. There were 884 school districts with an A.D.A. of 200 or more in 1961-1962, and information was sought by final questionnaire form from each district. Seven hundred twelve finally responded, and 209 of these showed conditions of migrancy. By adjustment it was determined that there are at least 241 migrant school districts in Texas.

These Ten Areas (I to X) were used to control the procurement and processing of data. They are not migrant areas.

	No. of Migrants
I	7 429
II	1 099
III	4 254
IV	19 334
V	8 933
VI	5 466
VII	4 653
VIII	683
IX	244
X	1 116


N. MEX.
OKLA.
ARK.
LA.
MEX.
Amarillo
Lubbock
Wichita Falls
Fort Worth
Dallas
Texarkana
Abilene
Midland
Odessa
San Angelo
Waco
Tyler
Austin
Beaumont
Port Arthur
Houston
Galveston
San Antonio
El Paso
Laredo
Corpus Christi
Brownsville
LEGEND
State Capital
County Seats
POPULATION KEY
Over 100,000
50,000 to 100,000
25,000 to 50,000
20,000 to 25,000
10,000 to 20,000
5,000 to 10,000
1,000 to 5,000
Under 1,000
I
II
III
IV
V
VI
VII
VIII
IX
X

Use of the data so far indicates this state of migrancy in grades 1 through 8, 1961-1962:

Area		Migrant Counties	Migrant Districts	Number of Migrants
I.	Panhandle and South Plains	25 (29)*	65	7 429
II.	West Texas	10 (22)	15	1 099
III.	Winter Garden	5 (0)	10	4 254
IV.	Lower Rio Grande Valley	4 (0)	32	19 334
V.	South Central	12 (6)	32	8 933
VI.	Coastal Bend	7 (7)	21	5 466
VII.	Central Texas	20 (25)	41	4 653
VIII.	North Central	7 (20)	11	683
IX.	East Texas, North	2 (21)	3	244
X.	East Texas, South	9 (23)	11	1 116
		101 (153)	241	53 211

* In parentheses - Number of non-migrant counties in the area.

Migrant Areas. There are six migrant areas. Legal definition of migrant and a census as careful as the scholastic census are prerequisites for accurate mapping of migrant areas. Meanwhile, though, they can be located. (1) The Lower Rio Grande Valley, with all four counties, is a migrant area; (2) so is the Winter Garden and its five counties. (3) The Middle Coastal Bend of seven counties has 80% of its migrancy in Nueces and San Patricio counties. (4) Bexar county is the center of a south central area, for it has more than a third of the total. By including Atascosa, Jim Wells, Medina, and Webb counties, more than 80% of all migrants are accounted for in the south central section. (5) Six central Texas counties have more than 70% of the migrants of Central Texas. Caldwell, DeWitt, Falls, Guadalupe, Hays, and Williamson counties are not contiguous, and there is no central location; but the main migrant counties of this section are along a curving line from Yoakum to Waco through Gonzales, San Marcos, Austin, and Temple.

(6) The Panhandle and South Plains migrant area is compact, and Lubbock county is the center. Castro, Crosby, Dawson, Deaf Smith, Hale, Hockley, Lamb, Lubbock, Lynn, and Terry counties contain more than 80% of Panhandle migrancy, and seven of these counties touch Lubbock county.

Migrancy is widespread, as it is found in 101 counties and 241 school districts. More than 80% of it, though, is in thirty-two counties of the six identifiable migrant areas.

Migrant Area *	Number of Counties
1. Lower Rio Grande Valley	
Cameron, Hidalgo Starr, Willacy **	4
2. Winter Garden	
Dimmitt, Frio, LaSalle, Maverick, Zavala **	5
3. Middle Coastal Bend	
Nueces, San Patricio	2
4. South Central	
Atascosa, Bexar, Jim Wells, Medina, Webb	5
5. Central	
Caldwell, DeWitt, Falls, Guadalupe, Hays, Williamson	6
6. Panhandle and South Plains	
Castro, Crosby, Dawson, Deaf Smith, Hale, Hockley, Lamb, Lubbock, Lynn, Terry	10
	32

* Migrant areas with counties which contain 80% or more of the migrants.

** All counties of the migrant area and 100% of migrants.

Migrant Types by Residence. All migrants live somewhere. A fair estimate is that 75% to 80% have their own homes in which they live four to six months of the year. The homebase migrant areas are the Lower Rio Grande Valley, Winter Garden, Middle Coastal Bend, and South Central. Central Texas is becoming a homebase area, and migrants are changing to immigrants who remain in the Panhandle area. The other 20% to 25% tend to return to the same areas year after year, living on thin margins in shacks and temporary shelters and existing on welfare rolls, unemployment help, and jib jobs.

The Panhandle and South Plains are the importers of migrants in the State, and at peak periods have as many as 6000 In-migrants in September and October.

Central Texas has both Homebase and In-Migrants, and it has so far been impossible to draw a clear line between them in school enrollments.

Some go to Central Texas in July and August and to the Panhandle for September and October, coming back to their homebases in November and December. All the others go Out of State.

The out-of-state exodus begins in March, rises in April, and peaks in May and June. A line from Brownsville to lower California and one to western New York state enclose a sector which contains twenty-six states that have Texas migrants from March to November; and there are minor groups which leave the main stream and go to Alabama, Delaware, Florida, Louisiana, Mississippi, and Tennessee in February, March, and April.

The Great Return in late November, December, and early January literally swamps migrant schools in homebase areas that have 20% to 60% migrancy.

An uneasy feeling creeps in when one presumes to describe Embryonic migrants, their area, and their conditions. Ordinary intellectual honesty forces recognition, for among the 712 replies there were too many to ignore comments that (1) 30% of our migrants are low-income Anglo-Americans (Middle Texas); (2) Enough of our Negroes went to West Texas this year and returned so late we lost one much-needed C.T.U. (East Texas); (3) We have no migrant problem—just some Negroes who go away to pick cotton, but we don't open their schools until they return (South Central); (4) We have at least 40 Negro children here for several weeks. They won't go to school unless compelled to go, and they are so poor in school work they do little in school (South Plains). There are embryonic migrants in Central and East Texas, who are affected by comparative economic disadvantages. In Part V, Foreseeable Conditions, there is some effort to identify the educational problems that will come along.

The Out-Migrant. Out-migrants in Texas go to Central Texas, North Central Texas, and the Panhandle and South Plains. Some of these join 80% of all migrants as outward bound groups to at least thirty other states. Receiving areas are concerned about their in-migrants. Several Panhandle school districts - Levelland and Crosbyton, for instance - have school programs of six weeks from 7:30 a.m. to 12:30 p.m. in September and October to help migrant children and legally qualify them for field farm work.

Other states which have migrants one to three months have short-term schools and built-in programs for migrants in regular schools, and some (Colorado, Oregon, Washington) have summer schools. *

Receiving states give one a feeling that they are as concerned for the educational welfare of their imported migrants as the homebase areas. Whether or not they are, they face tasks more onerous in trying to provide educational programs in four to six weeks than the home school does in fifteen to twenty-four weeks.

Indicative of interest among receiving states for in-coming migrants was the presence of responsible-ranking representatives of state officials and state departments of education from fourteen (1.Arizona, 2.California, 3.Colorado, 4.Delaware, 5.Indiana, 6.Kansas, 7.Michigan, 8.Nevada, 9.New York, 10.Ohio, 11.Oregan, 12.Pennsylvania, 13.Washington, 14.Wisconsin) states at the National Migrant Workshop, Alamosa, Colorado, July 16-27, 1962.

* Notes from Education of Migrant Children in Oregon, 1962 Report, received January 3, 1963. The migrant education law is being revised to include summer schools as a permanent part of the migrant education program.

Racial Migrancy. Data are unavailable and so far have been unobtainable on racial migrancy. Data and estimates, for the present, support three statements:

1. Migrancy per centages are decreasing among Spanish surname people in Texas, but absolute numbers of them are increasing.
2. Both per centages and absolute numbers of migrants are increasing among marginal Anglo-Americans and Negroes.
3. Currently, the per centage of all migrants is approximately:

a. Spanish surname	82%
b. Negro	12%
c. Anglo-American	6%

Statewide Prevalence of Migrancy. Figures from Tables t-1 to t-9 in Part V place migrancy in 241 school districts in 101 counties in the state. Table t-5 shows 58 935 migrant children in Texas schools in 1961-1962, and Table t-4 show 23 942 not in school. The total number of scholastics in the migrant districts was 448 221 (Table t-3). This was one-fifth of the total number of scholastics in Texas.

It is frustrating to reach for firm figures. Total and absolute numbers inevitably get padded with duplicates. Jon Griega leaves Cordova on the Rio Grande; he is 1. He stays two weeks in San Marino on the Guadalupe; he is 1 more, and now he is 2. Outward bound, he goes over the Rockies and gathers apples in Yakima; he is 1 more and now 3.

However, the impact of the Inverse Exodus upon the non-migrant, full-time resident student is paralyzing in those schools unable to provide extra teachers, special sections, and compressed programs of remedial work. Since these school districts are 75% of those in migrant areas, there is an insidious, creeping, educational dystrophy in the State, which alarms any one who faces it. It is the non-migrant student who is being hurt. Both migrant and non-migrant areas are affected.

Use of Buildings and Facilities. In migrant areas buildings and facilities are inadequate. Yet, paradoxically, there they stand twelve months in the year with surplus room in September, October, April, and May and complete surplusage in June, July, and August. They are crowded, often packed, in December, January, February, and March. There is not an encouraging note in the hundred collected on this subject. Another typically damning one is "Areas that have migrant children enroll late in school are penalized; they must provide the buildings, grounds, chairs, and desks for twelve months but have income from the population four or five months in the year." A stronger statement is "Our actual membership climbed from 5 089 to a peak of 7 278. This peak of 7 278 should be compared to our six weeks' peak A.D.A. of 5 718. We must have facilities, materials, and teachers for 7 278, not 5 718. This district has provided the buildings, facilities, and peak load teachers, but at such a drain on local funds that there can be no enrichment program. A.D.A. is no realistic figure to compute state aid for districts having large numbers of migratory pupils. Three migrants will not make two pupils in A.D.A. here, and I doubt anywhere."

There it is on the line. Levellands provide facilities used only four to six weeks, Pharr-San Juan-Alamos use theirs four to five months, San Benitos have here a room and there a room unused half the year, and Crystal Cities have two whole school plants held in abeyance until November, or there will be no schools for migrant children.

The Financial Side. The current financial aid for migrant schools is a product of the Migratory Formula. The results from allocations through the Formula are:

Migratory Formula *
1961 - 1962 Allocation

County	School District	C.T.U. Migrant Units Allowed	Funds Allocated
DeWitt	Yorktown	1/3	$ 1 355
Dimmitt	Carrizo Springs	1	3 687
Hays	Kyle	1/2	2 415
Hidalgo	Donna	2 2/3	6 913
"	Edcouch-Elsa	2 1/3	622
"	Edinburg	4	16 793
"	Mercedes	1 1/2	5 727
"	Pharr-San Juan-Alamo	4 1/3	15 314
"	Weslaco	4	18 918
Medina	Natalia	1/3	1 139
Starr	Rio Grande City	3 1/3	10 388
"	Roma	5/6	1 283
		25 1/6	$84 554

*Letter and enclosure, Leon Graham,
Assistant Commissioner for Ed., T.E.A, 4/2/1962

The inadequacy of this aid is apparent from these three statements:

1. There are 241 migrant districts. An even 12 only were aided.
2. It will take 600 full time C.T.U.'s or 1200 half time C.T.U.'s to care for a state-wide migrant education program. The Formula furnished 25 1/6.
3. Where are Robstown, Mathis, Crystal City, and West San Antonio in this list?

The Texas Foundation Program guarantees each child in Texas the availability of a Minimum Foundation School Program. The migrant child is a child. His minimum program was one-half of a year last year; it was one-half at best this year. Not facetiously but to vivify the cumulative effects of fractionated education, we may well ask, "Is it one-fourth this year, and will be one-eighth next year and one-sixteenth the year after?"

Instruction and Administration; The most used procedure for getting migrant children into the educational program is a skeleton - cadre arrangement with variations to make the program as flexible and useful as school district administrative skill can make it. A full or nearly full quota of teachers begin in September in all school plants. If there is 20% migrancy, 20% of teachers have no children, and 20% of rooms are vacant; or if there are four elementary schools and two are in migrant residential sections, two schools will have 60% occupancy, and teaching groups that will reach 40 in December will have 20 in September and October. These simple extreme conditions rarely occur. What does occur is a variation from the extreme -- at least ten or twelve kinds; but the homebase school district forced to use this way (and it is the Plan for 75% of all migrant districts), because of no surplus facilities and finances, has crowded conditions for all migrant children and for all non-migrant children in the schools of the district that receive migrants. Crowded conditions here mean 38 to 50 in teaching sections in November, December, January, and February, and 18 to 24 during the other months.

This is more clearly said by the voice of experience. "In so many instances, these children return after all classrooms are set up; buildings are full and classrooms are full, and they are treated as left overs and placed in crowded rooms. This is usually the fault of no one. It is the circumstances. There has not been any statewide program worked out for these children. When they return, they are retarded and difficult to classify on any level. They are put in regular classrooms where they discupt the regular program. They take away from the children who have been in school." (School VII-92)

To these conditions, the teacher, the principal, and the superintendent have given battle for twenty and thirty years. There is no beyond-the-district plan for aid and coordination of district programs. Also strangling is the lack of adequate records. Adequacy of records is described early in Part III.

As they can and as they are financially able, school districts in the state respond powerfully to the migrant need. Six good representative response programs are presented as evidence of the statewide efforts. Nearly all superintendents of migrant districts will find most of themselves above or in one of these six.

Levelland. The migrant school opened October 1 and closed November 9, 1962. The school day began at 7:30 a.m. and ended at 12:30 p.m. The school enrolled 173. Those in grades 1 to 6 were taught by teachers with emergency certificates. Though without degrees they had an unusual amount of drive, ability, and interest in the educational and personal problems of migrants, and had had much experience as substitute teachers developing strength in the teaching of fundamentals.

The lowest enrollment was 19 in grade 6, and the highest was 32 in grades 1 and 5. "With the large number in each room a full program in all curriculum areas was not feasible, and basic fundamentals were stressed to meet the immediate needs of the group, particularly in reading, spelling, writing, arithmetic, English, and personal cleanliness." Lessons in patriotism and democracy were presented daily, and the pledge of allegiance to the U.S. flag was given each morning.

This school is primarily for the children. It also helped the economy of the area and the families. Children under 16 who attended the school could legally work in the cotton harvest in the afternoon.

Odem. There are scores of Odems in migrant land. Odem schools are in a medium-size school district in the middle Coastal Bend. The economy of the area rests on oil, gas, and agriculture. The district has 109 square miles. Odem has a population of 2,088 (1960), 31 business establishments, and two railroads, and it is traversed by one U.S. and two state highways. The county population is 54.9% Spanish surname, 43.1% Anglo-American, and 2.0% Negro.

The school enrollment in December, 1962 was:

Spanish surname	667	72.2%
Anglo-American	257	27.8
	924	100.0%

Migrant children return in November, December, and January, and often leave in April and May. This causes three problems:

1. Overcrowding. The children are placed in classes already in progress, which is unsatisfactory for the migrant and a penalty for the regular resident. Teachers spend a great deal of extra time with the migrant children to the detriment of regulars.
2. Shortage of teachers. An effort is made to hold down employment of all C.T.U.'s the first semester, and then employ two-for-one the second semester. This is difficult for the simple reason that often qualified personnel are unavailable at mid-term.
3. Lack of facilitities, equipment, and supplies. The district does not feel able to build and furnish facilities with expensive equipment for use only three and four months.

Superintendent West "feels there is a solution to the problem. It has not been found yet. The ideal solution, of course, would be for each community to reach the economic standards that would allow every family a living wage so that no family would have to go about the country in search of ways and means to make a living."

Crystal City. Superintendent Tate knows his rimes and rhymes in reverse. He has so many migrant children he does know what to do.

II-15

There are three schools for regular students in grades 1 through 8. Early migrants go into these schools if they show by records and achievement tests they can fit in with the regular students.

As other migrants continue to return, two other schools are opened up room by room as needed. Small groups of seven to ten each are not placed in separate rooms with teachers, but as many as thirty will be kept in one room with four teachers to help with remedial work until there is need for another room.

It is well realized that different cultures, different economic backgrounds, and different social conditions, all stunted by only four to six months of school each year, make it impossible for migrant children to work along with regular students. Achievement tests are given in the first eight grades in April, and students are grouped according to achievement abilities.

The next three paragraphs are direct quotes because they narrate the results of ingenuity easily found elsewhere in the Winter Garden, Middle Coastal Bend, and Lower Rio Grande Valley.

> We usually start out with four or five sections in a grade and end up with nine sections. A fourth grade child in the ninth section has really had only two years of school and can only do second grade work. We found out that by saying he is in the fourth grade we have eliminated one of the largest factors in our drop-out problem.

Of course securing qualified teachers in the middle of November is out of the question, and we have to place 40 in a room so that our A.D.A. will take up part of the slack; and even at that additional teachers have to be hired to take care of them.

Last year we opened school with 1512 and increased to 3065. February was our peak. This year we opened school with 1602, and on December 9 had 2773. Since school started we have opened 29 classrooms. Very soon we will have to have at least two more.

Edinburg. Edinburg schools have had to pioneer and frontier with migrant education because of conditions. Conditions is a word which covers everything. A tight compendium of terse statements by Superintendent Pickens gives an epitomization of the Edinburg program which cannot be improved by precursive phrases and lingering adjectives of an editor.

1. A strenuous effort to enforce school attendance while the student is in the district and as soon as he arrives in the district.
2. A partially successful effort to hold students in school through counseling with parents and emphasis on finishing the school year.
3. Extensive visiting teacher and nursing services to promote regular attendance.
4. Beginning the school year with a staff close to what will be needed at peak load periods and organizing a minimum number of new classes to meet the extreme needs which exist at peak membership periods of November through March.

5. Formation of instructional groups on the basis of tests and teacher judgment and striving to place students, as they enter, in the instructional groups which correspond most nearly with the migrant students' needs.
6. Striving to stabilize as early as possible the membership in the highest achieving, regular attending groups.
7. Among lower achievement groups, beginning with a smaller number of students and enrolling incoming students to a membership of around 40, which begins decreasing in March.
8. Striving for a streamlined educational program of basic essentials for the lower achieving groups, a normal enriched program for normal groups, and an advanced studies program for the highest achieving groups.
9. Assignmentsof students, both migrant and non-migrant, who have not completed the fifth grade by their thirteenth birthday to a school within a school at the junior high level, with an assistant principal in charge and a separate program using instructional materials adapted to the achievement of the students and employing teachers selected for their ability to work with these students.
10. Maintaining an extensive summer school program at junior and senior high levels.
11. Emphasis at all grade levels on language development.
12. Establishment of maximum number of bus routes with double-run adjustments as overcrowding comes with peak loads.
13. Maintenance of 10-15% larger educational plant than would be required by a school system with identical A.D.A. of relatively constant level through the year.

14. Maintenance of 10-15% larger instructional staff than would be required by a relatively constant A.D.A. school system.

(Underlinings in numbers 1,4,13 and 14 are the only editing.)

This program has these prequisites:

1. Administration and teaching that have vision.
2. 15% to 30% migrancy.
3. 5000 to 10 000 A.D.A. with 1 500 to 2 500 migrants.
4. Financial strength 15% to 25% above absolute requirements.

Pharr-San Juan-Alamo. This program is similar to the Edinburg program, but there are two strong differences.

1. See No. 1 in the Edinburg program. Pharr-San Juan-Alamo schools have controlled entrance dates because they believe that grouping and organization can be more effective and more will be accomplished in the long run.
2. See No. 4 in the Edinburg program. With controlled entrance dates there is more control over teacher need, and peak load teachers are secured as needed.

Falfurrias and Gonzales. These are representative programs which have for ten years and more sought to eliminate migrancy. Intensive campaigns with parents through teachers, parent-teacher groups, county officials, and church groups (1) have made work available locally and (2) influenced parents who must still wander in search of work to leave school-age children with friends, relatives, and older children. These efforts have in many cases reduced migrancy to as low as 2%.

Such a program has three prerequisites:

1. Migrancy of only 5% to 10%.
2. A mature area of relatively little change in population with enough elasticity in the economy to absorb some surplus labor.
3. Foresighted and complete cooperation of all persons and groups in positions of leadership and responsibility.

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AID NEEDED AS LISTED BY REPORTING MIGRANT SCHOOLS.

Seven major items were listed, described, and rated by migrant schools. At the top and way out in front is (1) what to teach, how to teach it, and materials and supplies for teaching. Heavily weighted and rated with importance also are (2) finances, and (3) room and space for peak loads.

For some reason the listing, weighting, and rating suggest the accuracy and precision of a diagrammed sentence. If we are to diagram this, there can be one subject or several to make a compound subject. The fulcrum, support, and conditioner of everything (perhaps the verb) is the fourth item (4) attendance, the time element, that which makes migrancy, and the thing which makes or breaks any plan. Teachers (5) get on the predicate side, probably as indirect objects, to do about everything that is done, and their principal modifiers are specially qualified and short-time. Whatever various meanings may have been intended for short-time in the one hundred reports on it, all reports had one common particularity through the diverse uses: The short time is much less than nine months. The direct object is the migrant child, and his principal modifiers are (6) language difficulties and (7) placement and grouping which is also strongly conditioned by the sub-modifiers retardation and inadequate records.

III

VIABLE BENEFICIAL ATTITUDES and FEASIBLE PRACTICES FOR CONSIDERATION

Viable Beneficial Attitudes and Feasible Practices for Consideration

Suggestions and Recommendations have not been made. None will be. There is presented a description of seven Attitudes and Feasible Practices which could be quite helpful in working toward a State Program of Migrant Education.

1. Flexible State Aid and Program but Positive Encouragement. The two coloring words of a State Program are Flexibility and Encouragement. Because migrancy is a Texas Brags story of size and variety, a State Program of several kinds, non-prescribed but with built-in encouragement features, would be helpful. Encouragement features which will most likely produce action center around (1) finances and (2) professional and accreditational rating and recognition.

2. Free and creative attitude. Professional experience and accomplishment draw a translucent curtain around nine months, 180 days, and 9 a.m. to 4 p.m. activities Monday through Friday when we try to see what they do to migrant children; and semesters and grades in the areas and peripheries of vision make the curtain opaque. The When and the Time phase is the heart of the essence of migrancy. Something must give; there has got to be a breakthrough. Either (1) rearrange School Time or its use or (2) rearrange the migrant.

Both can be done if officials and laws and rules will permit the superintendent to operate. He can use a conventional school calendar and extend or compress it; or he can make an entirely different calendar to co-exist with his conventional one. No matter how Time is set up, it is to secure More Attendance and Presence in school of the migrant. The best teacher and the prettiest outline of curricula fall flat when they stumble on absenteeism. Attendance teachers, visiting teachers, nursing service, and parental education are needed; and schools may well face taking over these functions through laws and their own resources. Statutory law can be full of stern, admonitory lines punctuated with threats and penalties but their interpretation and enforcement when left to lay officials will hardly be functionally effective. On this there is needed a strong and stern state approved and actively sponsored program. So said everyone who seriously discussed the matter. This authority, power, and influence judiciously used will rearrange the migrant and his milieu.

The Time and When blocks to migrant education are Calendar and Attendance, and they cannot be overlooked or minimized. Of equal rank are the curricula which in small but potent words are definite ideas, activities, and knowledge well described and arranged systematically in a calendar of days and months. Putting these up in segmented minutiae for daily and weekly use could be demoralizing. It is necessary, however, for planners and teachers in educational programs to agree reasonably well upon reading, arithmetical, language, and other desired skills and masteries and to arrange them by semesters and grades or for whatever keys are to be used on the Time lock. Many of these planners could and should be teachers who are teaching. It is a State function and responsibility to initiate and eventuate this planning, but by an inverse Mt. Sinai procedure. A Moses may lead to the top the leaders of the twelve tribes, but then let them come down among the multitude and learn of them to work out with them the Ten Commandments of the Program.

We have got to free mind to think about educational programs for parents of migrants. A parent's attitude can block everything for the migrant child. With this familiarization program on its way, there can be no coasting, for hardnosed trouble comes with mechanization. Economic rehabilitation stands on the next corner. Today's migrant child will be tomorrow's displaced protege of mechanization. It costs about $400 a year to provide an educational program for a migrant, which should provide skills and enhance capacity for economic adjustment. It costs $1000 a year per person for a minimum welfare program. It will pay to make a choice and take a chance on an explosive migrant education program in Texas with odds that great.

Information tends to free a person, and a free person will be more creative. Semantics and tyranny of words bid for attention here. Migrant scholastic needs legal definition. This is given or at least offered in section 2, subsection g, of a later proposed Addition to Article 2922-13b, Statutes of Texas, A second category of freeing information can be arranged under Census: 1.Name; 2.residence; 3.age; 4.enrollment date last year; 5.withdrawal date last year; 6.places gone to and length of time there, a. in Texas, b. out of Texas; 7. work done; 8. etc.____ to have a perpetual Inventory. A third category of freedom information is needed under Records. This will be useful to the extent it has a complete personal health and educational history and to the extent that it goes along with the child. It must be as migrant as he; yet copies must remain where he has been, and where he is returning.

3. Finances. Second only to What to Teach and How to Teach, the consensus of migrant schools is that education for migrants costs more than programs for regular students. It is also rather obvious that (1) it concerns people who are unable to pay their numerical share of school costs and (2) it prevails in those districts least able to afford the extra expense. Since the Constitution is mandatory with "it shall be the duty of the Legislature of the state to establish and make suitable provision for the support and maintenance of an efficient system of public free schools", the additional cost of migrant education is to that extent a state responsibility. State responsibility is now assumed through the Migratory Formula which was presented in Part II.

The Research Division of the Texas Education Agency has presented to the Advisory Committee of Superintendents a proposed revision of the Migratory Formula. This is presented as an addition at the end of this Part III. Such revision of the Migratory Formula will help some now; it will not furnish adequate financial aid, and, alone, it will not motivate an accelerated remedial program now so much needed.

Before presenting any financial proposal, two fundamental matters must be weighed. (1) The responsibility for a migrant education program rests upon the State. Migrant children do not belong to one section or even one state. They are truly migrant birds of passage borne along by nationwide currents. They have home nesting grounds for three to five months in the year. Migrant children, as others, need the basic tools of literacy and democracy. (2) Before any formula for financial aid, there must come evaluation of the quality of education needed. This surely would include the development of basic skills. Migrant children are now educationally retarded several years, and they are losing ground each year. This affects half a million children directly in Texas, and this indirectly but rather strongly spreads over the whole state. A compressed, explosive remedial program is the least that should be provided. This cannot be done by having one teacher struggle with 35 at best and 60 at worst to make 1 C.T.U. to help the school support its program.

If the school district must or will provide buildings and facilities that will be used only three to six months in the year, the state can meet the waste with an equal waste of finances. There needs to be a teacher for each 22 to 24 migrants in average membership or 1 C.T.U. for each 15 migrants in A.D.A. to have a compressed remedial program. It will then be possible to do the intensive remedial work long overdue. It will also to some extent offset the cost of fractionally used facilities.

Formula (?). The superintendent of schools of a district classified as migrant shall devise a plan of organization that will provide a full educational program for all migrant children, as is provided for all children; and for all those who are educationally retarded two years or more he shall provide for an intensive remedial program in which one full time teacher will have not fewer than 14 and not more than 17 in A.D.A. State aid will be provided to the extent of 1 full C.T.U. for each 15 migrant children in A.D.A.

4. Laws, Rules, and Regulations Needed. Additional laws, rules, and regulations concerning migrant education could be very helpful, and may be necessary. Proposed changes in laws are presented as a first draft of a working copy from which to prepare a proposal. (See p.34)

The proposed changes provide for the minimum essentials of a migrant education program: Flexible but positive program, system of records, means of developing a program through participating schools and working teachers, attendance (Time) features, financing, and state responsibility.

5. Working Contacts. It can be quite helpful to have day-to-day contacts and relationships with the State Department of Education of the thirty or more states to which Texas migrants go and with all agencies and organizations of nationwide scope, which concern themselves with migrancy and its ramifications.

6. Definite Liaison with all intra-state agencies and organizations interested in any aspect of migrancy could help a great deal. More immediately useful would be organization of the migrant areas - - Panhandle and South Plains, Winter Garden, Lower Rio Grande Valley, Middle Coastal Bend, South Central, and Central Texas - - each with its director for intra-state and interstate coordiantion. Writing it again and using more words cannot make that statement look as important as it is.

7. Advisory and Guiding Committee. This is described in the proposed addition to laws beginning on the next page (section 2, subsection b), and more information about how this Committee can help is in Part IV. It is recorded here because of its importance and because it is the climactic one of the seven Viable Beneficial Attitudes and Feasible Practices presented for consideration in this Part III.

PROPOSED ADDITION TO ARTICLE 2922-13b, R.C.S., TEXAS

(See Vernon's Annotated Revised Civil Statutes of the State of Texas, Vol. 8, Articles 2461 to 2922, Cumulative Annual Part for Use During 1962-1963)

Article 2922-13b

Section 1. (Leave it as it is. See pages 321-322 above reference)

ADD Section 2. There is hereby created a Division of Migrant Education.

a. Professional staff.

Provision shall be made for adequate administration and research, not to exceed fifty thousand dollars annually, as follows:

Director of Migrant Education and Research for Administration and Finance	One
Assistant Director of Migrant Education and Research for Curriculum Coordination and Continuity	One
Adequate statistical and clerical personnel, not to exceed	Two
Part-time consultant for migrant school conditions in the State of Texas and in the United States where and as related to Texas	One

b. Advisory Committee

The State Commissioner of Education shall appoint, subject to ratification by the State Board of Education, not fewer than ten and not more than fifteen superintendents of schools in Texas, with at least three from in-migrant school districts and five from home-base migrant school districts, who shall make recommendations through the Director of Migrant Education to the Commissioner of Education for implementation of this section; provided that necessary travel and other expenses shall be paid from the funds provided in sub-section a.

c. Migrant school plans.

Plan I.

School districts shall be encouraged to provide the equivalent of a standard school year of 180 days in five to seven months by increasing the number of hours in a school day and the number of school days in a week, provided that no school day shall have more than eight school hours and that no school week shall be longer than six days.

Plan II.

School districts shall be encouraged to set up their curricula in time units of six weeks of minimum essentials, each sufficiently and definitely described to be identifiable as part of a graded school (such as grade 1, unit I; grade 1, unit II; grade 1, unit III; grade 1, unit IV; grade 1, unit V; grade 1, unit VI; etc.) in order that a migrant scholastic who attends the school as much as six weeks may have opportunity to complete a stated amount of work and have and receive a record of it.

Plan III.

A school district which undertakes neither Plan I or Plan II shall be encouraged to submit its proposed plan to the Director of Migrant Education for acceptance or disapproval by the Commissioner of Education.

Any participating migrant school shall qualify by using Plan I, Plan II, or Plan III.

d. Curriculum materials.

Curriculum materials, textbooks, and all other books and materials furnished to public schools by the State of Texas may be used as and where needed in any migrant school with Plan I, Plan II, or Plan III regardless of grade label and the age and classification of any migrant child.

e. The migrant school year.

Every effort shall be made to aid and stimulate this program in each migrant school district in Texas, but the program is to be primarily a local school district undertaking.

Plan I, or other Plan, which is the equivalent in time and standards of the standard school year of 180 days as appraised by the rules, regulations, and requirements provided for in sub-section i subsequent hereto shall be counted as one year for the teacher and one year for the child.

f. Records and continuity for the educational program of the migrant child; Continuity in the physical presence of the migrant child in any school operating a Plan I, Plan II, or Plan III therefor.

(a). Records and continuity in the educational program for the migrant child.

As agreed upon by the Advisory Committee of superintendents and the Assistant Director of Migrant Education and Research for Curriculum Coordination and Continuity, there shall be an outline of minimum essentials for the Educational Program in Plan I, Plan II, or Plan III of section c preceding. A complete record shall be made for each migrant child. A copy of this record shall go with each migrant child for withdrawing from and enrolling in any school.

(b). Continuity in the physical presence of the migrant child.

Each home-base migrant school district shall prepare and maintain a census of migrant children as part of its scholastic census records. This migrant census shall be a home-base record and shall show a record of residence in an area and enrollment in any school in or out of Texas for two weeks or more; and such records shall be available for research and study groups of migrant problems on approval of the Director of Migrant Education.

Parents and guardians of children shall be liable for providing this information and shall be subject to all responsibilities and penalties set forth in Article 2816, R.C.S. and Article 294, Penal Code, Texas.

All provisions of Articles 2892 to 2898 inclusive, R.C.S., Texas, are applicable to all parents and guardians of migrant school children; and in addition to such provisions it is specifically provided that any migrant child must report to the superintendent of schools in any school district in Texas within three days after arrival in the school district, and it is further provided that any parent or guardian who presents a record of attendance in any school district outside of Texas is to receive credit for such attendance for that scholastic year in meeting the requirements of all attendance laws.

The administration and enforcement of this section is the direct responsibility of the superintendent of schools, whether his district is a home-base migrant district or an in-migrant district, and definite reports on such administration and enforcement shall be an integral part of Plan I, Plan II, and Plan III for approval after the first year of operation.

For provision and maintenance of this migrant scholastic census the home-base migrant school district shall be paid $______ per capita annually for each migrant scholastic by the Texas Education Agency (Texas Employment Commission).

g. A migrant scholastic.

For purposes of this section a migrant scholastic is one from six to eighteen years of age who enrolls at least six weeks after the beginning or withdraws at least six weeks before the end of the standard school year from September to May inclusive, if a home-based migrant, or one who attends any school from three to eleven weeks only because his parents or guardian are known to be migrant workers in seasonal or mobile work.

h. Migrant C.T.U. payments.

There shall be paid to each school district in Texas for each C.T.U.(26 A.D.A.) of migrant children, or major fraction thereof, the sum of __________ dollars annually, such payments to be made when other C.T.U. payments are made and in addition to all other payments; provided that not more than ______________ million dollars annually shall be used for this purpose for the entire state, and provided further that proportional payments shall be made if the ______________ million dollars will not pay the entire amount.

i. Rules and regulations.

The State Board of Education, acting through its Commissioner of Education, shall provide such rules and regulations as its discretion and judgment may deem necessary for statewide administration of this Act.

j. Studies of automation and mechanization; reports to the Legislature.

In addition to the implementation and administration of this section, and as a major part of the program, there shall be presented to the Legislature, at least biennially, reports and recommendations coming from all studies hereunder of the effects of automation and mechanization and the influence thereof on migrancy of adults and the consequent changes in patterns of migration.

k. Repealing section.

All laws and parts of laws in conflict with any provision of this Act are hereby repealed to the extent of such conflict

1. Effective date of this Act.

The State of Texas has 60 000 migrant scholastics, more or less, who are receiving a fractional part only of a current, standard education because of being enrolled a few weeks to a few months in school each year and are to that extent becoming second-class and third-class citizens.

These 60 000 migrant children are thrown into the regular school programs for full-time, resident children, with great detrimental effect upon both, involving 200 or more school districts, 100 or more counties, and 300 000 other school children.

There are 40 000 migrant children of school age in Texas, more or less, who enroll in no schools each year.

These conditions defeat the purpose of the Foundation School Program, which is "to guarantee to each child of school age in Texas the availability of a minimum Foundation School Program for nine full months of the year" (Article 2922-11,R.C.S.,Texas), and create imperative and necessitous conditions.

This Act shall become effective immediately upon passage.

MIGRATORY PUPIL FORMULAE FOR ALLOTTING EXTRA TEACHER UNITS

To be eligible for an adjustment in classroom teacher allotments to accommodate migratory pupils enrolled during the current school year, a district must meet the requirements set forth in either of the following plans;

Plan I - For districts operating a nine-month program for all pupils.

Additional classroom teacher units will be allotted for use in the current school year on the basis of the average daily attendance record of the first eight grades for the previous school year. For each month in the previous school year that a district has an average daily attendance which is at least twenty-six (26) above the average daily attendance for the year, one-ninth (1/9) of an additional classroom teacher unit may be allotted for each twenty-six (26) pupils in average daily attendance above the annual average daily attendance. In schools that use six weeks reporting periods, one-sixth (1/6) of an additional classroom teacher unit may be allotted for each twenty-six (26) pupils in average daily attendance above the annual average daily attendance. No credit is allowed for fractions. Additional classroom teacher units allowed under the formula shall be counted in determining the district's eligibility for special service teachers and for current operating cost allowances.

Plan II - For districts operating a six-month program for migratory pupils
in grades one (1) through eight (8) and a nine-month program for
all other pupils.

Districts following this plan must develop a six-month program suitable to the needs of migratory pupils in grades one (1) through eight (8). The six-month program will include the equivalent of one hundred seventy-five (175) days of instruction; that is, the total number of hours of classroom instruction in the six-month program shall be the same as in the nine-month program. Approval to operate such a program shall be obtained from the Commissioner of Education prior to the beginning of the school year in which the program will operate. Separate attendance records shall be maintained for pupils enrolled in the six-month program.

During the first year of operation, classroom teacher units shall be allotted as follows:

> Nine-month program for all pupils except migratory pupils in grades one (1) through eight (8).
>
> For districts on a six-week attendance reporting basis, the annual average daily attendance for the nine-month elementary program shall be estimated by summing the prior year's average daily attendance earned in grades one (1) through eight (8) during the first six-weeks plus five (5) times the average daily attendance earned in grades one (1) through eight (8) during the second six-weeks and dividing the sum by six (6).
>
> For districts on a monthly attendance reporting basis, the annual average daily attendance for the nine-month elementary program shall be estimated by summing the prior year's average daily attendance earned in grades one (1) through eight (8) during the first two (2) months plus seven (7) times the average daily attendance earned in grades one (1) through eight (8) during the third month and dividing the sum by nine (9).
>
> The total estimated average daily attendance for the nine-month program shall be derived by adding the estimated elementary attendance to the actual average daily attendance earned in grades nine (9) through twelve (12) during the prior school year.

Classroom teacher units for the nine-month program shall be allotted on the basis of the total estimated average daily attendance for grades one (1) through twelve (12), according to the formula for allocating regular classroom teacher units under the Minimum Foundation School Program; provided, however, that additional classroom teacher units may be allotted to those districts whose average daily attendance for the then current school year exceeds the estimated amount.

Six-month program for migratory pupils in grades one (1) through eight (8). The average daily attendance to be used as the basis for allotting classroom teacher units for the six-month program shall be estimated by adding the average daily attendance in grades one (1) through eight (8) for the three (3) highest reporting periods of the previous school year, dividing the sum by three (3) and subtracting the estimated annual average daily attendance for grades one (1) through eight (8) of the nine-month program. The remaining average daily attendance shall serve as the basis for allocating classroom teacher units for the six-month program, according to the formula for allocating regular classroom teacher units under the Minimum Foundation School Program; provided, however, that additional classroom teacher units may be allotted to those districts whose average daily attendance for the three (3) highest reporting periods of the then current school year exceeds the estimated amount.

Beginning with the second year of operation and thereafter, classroom teacher units shall be allotted as follows:

Nine-month program for all pupils except migratory pupils in grades one (1) through eight (8).

Classroom teacher units shall be allotted on the basis of the annual average daily attendance earned in the nine-month program during the prior school year, according to the formula for allocating regular classroom teacher units under the Minimum Foundation School Program; provided, however, that additional classroom teacher units may be allotted to those districts whose average daily attendance for the then current school year exceeds that earned during the prior school year.

Six month program for migratory pupils in grades one (1) through eight (8). The average daily attendance to be used as the basis for allotting classroom teacher units shall be derived by summing the average daily attendance earned in the six-month program during the three (3) highest reporting periods of the prior school year and dividing the sum by three (3). Classroom teacher units for the six-month program shall then be allotted on the same basis as regular classroom teacher units under the Minimum Foundation School Program; provided, however, that additional classroom teacher units may be allotted to those districts whose average daily attendance for the three (3) highest reporting periods of the then current school year exceeds that earned during the three (3) highest reporting periods of the prior school year.

IV

PROCEDURES USED

Work sheet
3 inserts for this

PROCEDURES USED

Visits and Letters. Donna was the first school visited. It was March 23, 1962. Three other schools were visited that day. Before April 15 all schools in the Lower Rio Grande Valley in Cameron, Hidalgo, Starr, and Willacy Counties had been made listening posts, for listening and learning posts for migrant education they were. Every place had the same kind of story; yet each had its own, its own particular one. No one school district in the Valley is typical; nor is any of the counties. The stories generalize, though, in five short statements:

1. We have a migrant problem.
2. We have had it for years.
3. We are working with it.
4. I wish I knew what more we can do.
5. I hope you can find some answers.

Through April, May, and June, (1) Alice and Laredo and the districts around them and between, (2) the middle Coastal Bend and out two counties in three directions from Corpus Christi, (3) the Winter Garden Section with Dimmitt, Frio, LaSalle, Maverick, and Zavala counties, (4) the Alamo District in and around San Antonio fifty to sixty miles every way, (5) Central Texas sixty to eighty miles out from Austin, (6) and the Panhandle and South Plains two and three counties in all four ways from Lubbock all had enough migrant schools to make more than one hundred twenty with more than thirty in the Valley.

Conferences were informal and casual. Notemaking and evaluations were deferred to the end of the day and the week but particularly followed the coverage of an area.

During the visiting period more than two hundred letters of inquiry were sent into all sections of the State to places not visited. The purpose was to locate migrancy and awareness of it.

Questionnaires. One hundred fifty probing questionnaires, shown by the next two pages, went to other places and some to the places checked by letters and visits. The returns were excellent, and the replies generally careful and apparently sincere.

The information that came in was difficult to classify, and most of it was based on estimates. So was that from the scores of conferences and their notes. The sea was large, and it had waves and currents — even a few storms. A sturdy and steady craft with holding anchors was needed. The sea was confined to 884 school districts in the state with an A.D.A. of 200 or more in 1961-1962. The anchor was made of specific requests for available information. The nature of the requests shows in the questionnaire at the end of Part IV.

One of these went to each school district with an A.D.A. of 200 or more. Those which did not report by August 1 received another copy with Dr. Edgar's letter of August 6; and to about fifty there was a third request. Every school district in the state with an A.D.A. of 200 or more had opportunity to participate. Seven hundred twelve districts finally did take part by returning usable questionnaires.

Obvious data requested were reports on A.D.A. for each of the reporting periods in the year. This information was available in each school district office, and its compilation could be no burden. The other items could be very valuable if information could be obtained. They were included to indicate what was needed, with little hope that definite information would come forth. Misgivings were correct; there was a paucity of definite information generally except for A.D.A.

Almost invariably superintendents and pupil accounting offices agreed that it required three migrant enrollees to put 2 in the A.D.A. figures.

TEXAS EDUCATION AGENCY

EDINBURG, TEXAS
P. O. BOX 298
TELEPHONE DU 3-4951

Field Office for
Study of Education for Migrant Children

June 7, 1962

(Please return one copy.)

Do you have school-age children of migratory agricultural workers of any kind? Yes__________
No ✓

If **yes**, please fill this out if reasonably convenient.

I. Kind of migrant — Number in 1961-1962 (Estimate if exact figures not readily available.)

1. Negro .... __________
2. Latin-American .... __________
3. Anglo-American .... __________
4. Other (__________) __________
5. In-Migrant __________
   (Lives elsewhere but comes into the school district for a few weeks.)
6. Home-based migrant __________
   (Lives in school district but is gone several weeks to a few months of the school year.)

II. Problems connected with: (Any comment or information which you think would be helpful.)

1. Housing and other facilities

2. Financing

3. What to teach, how to teach, and how to set up the teaching

4. Other

5. Other

III. Definite trends if any in last five years
(Such as: 1. Same persons year after year; 2. Changing groups year by year; 3. Numbers decreasing; 4. Children left at home-base more and more; etc.)

IV. Your ideas about what needs to be done (that can be done) and by whom.

School System ______________________ Address ______________________

____

Signature of official
who took the time to
make this report ______________________ Title ______________________

p. 3 } Probing
p. 4 } 2-page questionnaire

By going through these questionnaire data on A.D.A., place by place and comparing low A.D.A. periods with high A.D.A. periods, patterns of migrancy and areas of migrancy began to show. Migrant areas could be fairly well mapped, and schools with migrancy could be determined objectively. The amount of migrancy in each migrant school came to be more than an estimate by using this simple formula:

$$m + \frac{m}{2} = M \ *$$

* Highest Number in A.D.A. any six-week period	H
Lowest Number in A.D.A. any six-week period	L
Number of migrants	M

$H - L = m$

Use of Data. Data from questionnaires, public school directories, and U.S. Census bulletins were background materials for sixty tables, five maps, and several graphs. From these about twenty tables and two maps have been evolved, which appear to have enough value to be included in this final appraisal and record of this Study.

The Research Division of the Texas Education Agency used A.D.A. data to construct a score or more of graphs for the Advisory Committee of Superintendents. Their material has all the migrant data except that secured, after work was begun by the Research Division, from fourteen migrant schools which involve only 800 migrants and 7 600 scholastics in the migrant districts. However, data from one hundred twenty four non-migrant schools with 200 000 scholastics did not get into the Research Division's analysis. Some of the later phases of the Division's work became the basis for a proposed complete rewriting of the Migratory Formula. This appears elsewhere in this report in Part III under the heading of financial proposals.

IV-6

Advisory Committee of Superintendents. This committee was recommended for several purposes:

1. To serve as resource persons.
2. To receive and evaluate data..
3. To initiate proposals of their own.
4. To represent areas and types of migrant programs and activities in the state.

This letter was sent to fourteen superintendents:

Mr.______________
Superintendent of Schools
_______, Texas

Dear Mr. ______________

The State Board of Education has authorized the establishment of an advisory committee composed of public school personnel to assist in the development of a program for the children of migrant farm workers. I shall appreciate it if you will serve as a member of this advisory group. We will be in position to pay travel expenses to the meetings.

Last Spring Mr. R. P. Ward, who has spent many years working with education of children of migrant workers, was engaged to make a State-wide study of this problem. The study has progressed to the point that we have need for the advice and counsel of school superintendents who have been faced with this problem in their school districts.

We are calling the first meeting of the advisory group for Wednesday, October 10 at 9 a.m. in the Texas Education Agency Conference Room here in Austin. The agenda for this first meeting will be sent to you during the first week in October. Please let us know by returning the enclosed post card whether you will be able to attend this meeting. If you will be unable to attend please call Warren Hitt collect.

Very truly yours,

J. W. Edgar
Commissioner of Education

All fourteen superintendents accepted the invitation, and the Committee met in Austin October 10, 1962:

Panhandle and South Plains	
Floyd D. Manry	Plainview
Thad McDonnell	Levelland
Winter Garden	
J. I. James	Eagle Pass
R. C. Tate	Crystal City
Rio Grande Valley	
John F. Barron(Cameron Co.)	San Benito
R. E. Byrom(Hidalgo Co.)	Donna
S. P. Cowan(Hidalgo Co.)	McAllen
Rodolfo de la Garza(Starr Co.)	Rio Grande City
A. R. Ezell(Willacy Co.)	Lyford
T. S. Pickens(Hidalgo Co.)	Edinburg
Middle Coastal Bend	
B. C. Banks	Robstown
J. D. Carlisle	Sinton
Central Texas	
A. O. Bird	Gonzales
Joe C. Hutchinson	San Marcos

These superintendents, being alert, aware of migrant problems, and actively trying to better their programs, are representative of scores of such superintendents. There are at least pairs of superintendents in each area so that they can compare notes and reason and argue with each other before and after meetings. Each migrant area in the state has representation. The committee membership has one obvious defect. San Antonio is a center for one of the major migrant groups, and this metropolitan area of migrants has no representation. This Committee can become the most potent and useful force released by this Study.

TEXAS EDUCATION AGENCY

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

AUSTIN, TEXAS

Telephone
GReenwood 6-9181

August 6, 1962

TO THE SUPERINTENDENT ADDRESSED:

Last Spring we engaged Mr. R. P. Ward to conduct research on education of children of migrant workers. In developing this research program, Mr. Ward has asked each school superintendent to complete a questionnaire, two copies of which are attached. These data are urgently needed from schools affected by migrant pupil enrollment as well as from schools that are not affected in order that we may have a basis for establishing a sound financial formula to assist school districts that provide education for these children.

It will be appreciated if you will complete the questionnaire and return it to Mr. Ward at your earliest convenience.

Very truly yours,

J. W. Edgar

J. W. Edgar
Commissioner of Education

TEXAS EDUCATION AGENCY

EDINBURG, TEXAS
P. O. BOX 298
TELEPHONE DU 3-4951

Field Office for
Study of Education for Migrant Children

August 10, 1962

To

The Superintendent of Schools

Please fill in the figures for Average Daily Attendance in grades 1 through 8 for the entire school system. They will be used here and in Austin.

If you have problems with migrant children, please fill in II, III, and IV of the Inquiry Sheet as far as applicable to your school system and to the extent that information is available or obtainable. If you do not have such problems, please show it on the Sheet, preferably in the space below IV.

Thorough Sampling as used at the top of the Sheet means **complete** coverage of **all** school districts in Texas with an Average Daily Attendance of at least 200 or common school districts in one county, which have a combined Average Daily Attendance of at least 200.

Problems connected with migrant children may be arranged in three major groups: (1) Financial and physical ones, such as school space for them; (2) what to teach, how to teach it, and **when**, since the child is physically present a few weeks only if an in-migrant or a few months if a homebased one; (3) administrative inflexibility in laws and regulations to provide for (1) and (2). Data are beginning to show that non-migrant schools have difficult problems and strictures, too, such as dropouts, for instance. Such data are wanted in Austin for further study.

If this additional request crosses in the mail with a reply which you have already mailed, it is because August 20 is about the time limit for data which can be used in 1962-1963.

I regret that time and manpower do not make it possible to write personal letters and to confer with each superintendent. Since March I have been able to visit only about 120 of the 1000 or more school districts to which this is addressed.

Yours sincerely,

R. P. Ward

V-1

V

ANCHOR AND DERIVED DATA

SOME INTERPRETATION

FORESEEABLE CONDITIONS

V-2

ANCHOR AND DERIVED DATA
SOME INTERPRETATION
FORESEEABLE CONDITIONS

Anchor Data

Part IV describes probing letters, probing questionnaires, and a questionnaire requesting specific data on A.D.A. for each six-week reporting period of 1961-1962 from 884 school districts; and the first pages of Part II indicate how the data were collated. These more than 2000 sheets are the Anchor Data of this Study.

Derived Data: T-Tables

Only Derived Data are presented here. Tables T-Area I to T-Area X are from Anchor Data and have migrant counties alphabetized by areas and migrant schools by counties.

Summary of T-tables: 1961-1962

	Pages	Migrant Counties	Migrant Districts**	Migrant Children Grades 1-8**
I	A-D	25 (29)	53	6 058
II	E-F	10 (22)	12	879
III	G	5 (0)	9	4 154
IV	H-I	4 (0)	32	19 334
V	J-K	12 (6)	27	7 475
VI	L-M	7 (7)	20	5 206
VII	N-P	20 (25)	35	3 972
VIII	Q	7 (20)	10	621
IX	R	2 (21)	2	163
X	S-T	9 (23)	9	913
		101 (153)	209	48 775

* In parentheses: Number of non-migrant counties.
** Unadjusted data. For Adjusted Data, See t-5 in second section.

These T-tables show the high A.D.A. and the low A.D.A. period of each migrant school district in the state, the per centage of migrancy, and the number of migrants; and there are totals for each migrant county.

A

AREA I. PANHANDLE AND SOUTH PLAINS
Migrant: Counties, 25; School Districts, 53; Children, 6 058

Area I Panhandle & S.Plains County & School Dist.	High A.D.A. Period (1) Number	(2) Period	Low A.D.A. Period (3) Number	(4) Period	Difference (5) (1)less(3)	Pct. Migrancy (6) (5)of(3)	No. of Migra (7) (5)+5
Bailey County							
1 Muleshoe	1 313	2	1 255	4	58	4.6	87
2 Threeway	110	2	55	6	55	100.0	77
2 Total, Migrant	1 423	xx	1 310	xx	113	8.6	164
1 Non- Migrant							
0 No report							
3 Total							
Briscoe County							
1 Quitaque	200	2	159	4	41	25.7	62
1 Total, Migrant	200	xx	159	xx	41	25.7	62
1 Non-Migrant							
0 No report							
2 Total							
Castro County							
1 Dimmitt	1 097	1	932	4	165	17.7	247
2 Nazareth	233	4	217	3	16	7.3	24
2 Total, Migrant	1 330	xx	1 149	xx	181	15.7	271
0 Non-Migrant							
1 No report							
3 Total							
Cochran County							
1 Morton	1 064	2	1 011	6	53	5.2	79
2 Whiteface	193	3	177	4	16	9.0	24
2 Total, Migrant	1 257	xx	1 188	xx	69	5.8	104
0 Non-Migrant							
1 No report							
3 Total							
Collingsworth County							
1 Wellington	567	2	542	3	25	4.6	40
1 Total, Migrant	567	xx	542	xx	25	4.6	40
1 Non-Migrant							
0 No report							
2 Total							
Cottle County							
1 Paducah	596	5	540	1	56	10.3	84
1 Total, Migrant	596	xx	540	xx	56	10.3	84
0 Non-Migrant							
1 No report							
2 Total							
Crosby County							
1 Crosbyton	699	2	602	4	97	16.1	145
2 Lorenzo	659	2	608	3	51	8.3	76
3 Ralls	645	2	582	4	63	10.8	94
3 Total, Migrant	2 003	xx	1 792	xx	211	11.7	315
0 Non-Migrant							
0 No report							
3 Total							

B

Area I	High A.D.A. Period		Low A.D.A. Period		Difference	Pct. Migrancy	No. Migran
Panhandle & S.Plains	(1)	(2)	(3)	(4)	(5)	(6)	(7)
County & School Dist.	Number	Period	Number	Period	(1) less (3)	(5) of (3)	(5)+50%
Dawson County							
1 Klondike	156	2	134	4	22	16.4	33
2 Lamesa	2 819	2	2 539	5	280	11.0	420
3 Sands	160	2	115	6	45	39.1	67
3 Total, Migrant	3 135	xxx	2 788	xxx	347	12.4	520
0 Non-Migrant							
0 No report							
3 Total							
Deaf Smith County							
1 Hereford	2 250	1	2 044	4	206	10.0	(400)*
1 Total, Migrant	2 250	xxx	2 044	xxx	206	10.0	(400)*
0 Non-Migrant							
0 No report							
1 Total							
Dickens County							
1 Spur	538	2	489	4	49	10.0	73
1 Total, Migrant	538	xxx	489	xxx	49	10.0	73
0 Non-Migrant							
2 No report							
3 Total							
Donley County							
1 Hedley	108	1	83	4	25	30.1	37
1 Total, Migrant	108	xxx	83	xxx	25	30.1	37
1 Non-Migrant							
0 No report							
2 Total							
Fisher County							
1 Rotan	622	3	592	5	30	5.0	45
1 Total, Migrant	622	xxx	592	xxx	30	5.0	45
0 Non-Migrant							
0 No report							
1 Total							
Floyd County							
1 Floyd Co.CSD's	227	1	202	3	25	12.3	37
2 Floydada	997	2	952	5	45	47.2	67
2 Total, Migrant	1 224	xxx	1 154	xxx	70	6.1	104
0 Non-Migrant							
1 No report							
3 Total							
Hale County							
1 Abernathy	966	2	897	5	69	7.6	103
2 Hale Center	734	2	655	5	79	12.0	118
3 Petersburg	828	2	738	5	90	12.1	135
4 Plainview	4 408	2	4 157	4	251	6.1	376
4 Total, Migrant	6 936	xxx	6 447	xxx	489	7.5	732
1 Non-Migrant							
0 No report							
5 Total							

*Official's estimate is some times used in this column

C

Area I Panhandle & S.Plains County & School Dist.	High A.D.A. Period (1) Number	 (2) Period	Low A.D.A.Period (3) Number	 (4) Period	Difference (5) (1)less(3)	Pct. Migrancy (6) (5)of(3)	No. Migrants (7) (5)+50%
Hall County							
1 Memphis	469	2	420	6	49	11.6	73
2 Estelline	192	2	149	4	43	28.8	64
3 Lakeview	148	2	117	4	31	26.4	46
3 Total, Migrant	809	xxx	686	xxx	123	17.9	183
0 Non-Migrant							
1 No report							
4 Total							
Hockley County							
1 Anton	488	2	443	4	45	10.1	67
2 Levelland	2 235	2	2 090	3	145	6.9	217
3 Smyer	360	2	265	6	95	35.8	142
4 Ropes	418	2	391	3	27	6.9	40
4 Total, Migrant	3 501	xxx	3 189	xxx	312	9.7	466
1 Non-Migrant							
1 No report							
6 Total							
Lamb County							
1 Littlefield	1 575	1	1 474	4	101	6.8	151
2 Olton	872	2	835	3	37	4.4	55
3 Sudan	672	2	622	6	50	8.1	75
3 Total, Migrant	3 119	xxx	2 931	xxx	188	6.4	281
1 Non-Migrant							
1 No report							
5 Total							
Lubbock County							
1 Cooper	534	2	421	4	113	26.8	169
2 Frenship	1 015	2	923	1	92	9.9	138
3 Roosevelt	547	2	476	5	71	14.9	106
4 Idalou	205	3	149	5	56	37.5	84
5 New Deal	503	2	400	5	103	25.7	154
6 Slaton	1 025	2	995	5	30	3.0	45
7 Shallowater	498	2	443	6	55	12.4	82
7 Total, Migrant	4 327	xxx	3 807	xxx	520	13.6	778
1 Non-Migrant							
0 No report							
8 Total, Migrant							
Lynn County							
1 O'Donnell	504	2	442	5	62	14.0	94
2 Tahoka	768	6	693	1	75	10.8	112
3 New Home	464	2	325	4	139	42.7	208
4 Wilson	579	2	382	4	197	51.5	295
4 Total, Migrant	2 315	xxx	1 842	xxx	473	25.6	709
0 Non-Migrant							
0 No report							
4 Total							

D

Area I Panhandle & S.Plains County & School Dist.	High A.D.A. Period (1) Number	(2) Period	Low A.D.A. Period (3) Number	(4) Period	Difference (5) (1)less(3)	Pct. Migrancy (6) (5)of(3)	No. Migrants (7) (5)+50%
Martin County							
1 Stanton	308	6	240	1	68	28.3	102
1 Total, Migrant	308	xxx	240	xxx	68	28.3	102
0 Non-Migrant							
0 No report							
1 Total							
Mitchell County							
1 Colorado	1 358	6	1 309	3	49	3.74	73
2 Loraine	291	2	248	3	43	17.32	64
2 Total, Migrant	1 649	xxx	1 557	xxx	92	5.9	137
0 Non-Migrant							
0 No report							
2 Total							
Nolan County							
1 Roscoe	414	2	373	4	41	10.9	61
1 Total, Migrant	414	xxx	373	xxx	41	10.9	61
1 Non-Migrant							
1 No report							
3 Total							
Scurry County							
1 Hermleigh	246	2	215	4	31	14.4	46
1 Total, Migrant	246	xxx	215	xxx	31	14.4	46
1 Non-Migrant							
0 No report							
2 Total							
Swisher County							
1 Happy	286	6	257	4	29	11.2	43
2 Kress	415	5	393	3	22	5.5	33
2 Total, Migrant	701	xxx	650	xxx	51	7.8	76
0 Non-migrant							
1 No report							
3 Total							
Terry County							
1 Brownfield	2 156	2	2 007	3	149	7.4	223
2 Wellman	193	5	163	2	30	18.4	45
2 Total, Migrant	2 349	xxx	2 170	xxx	179	8.2	268
0 Non-Migrant							
1 No report							
3 Total							
Area Total	41 927	xxx	37 937	xxx	3 990	10.5	6 058

	Counties	Migrant Dist.	Non-Migrant Dist.	No Report
Migrant	25	53	9	15
Non-Migrant	29	0	37	14
Total	54	53	46	29

Total, Counties	54
Total, Districts	128

AREA II. WEST TEXAS
Migrant: Counties, 20; School Districts, 12; Children, 879

Area II West Texas	High A.D.A. Period		Low A.D.A. Period		Difference	Pct. Migrancy	No. Migrants
County & School Dist.	Number	Period	Number	Period	(1)less(3)	(5)of(3)	(5)+50%
Concho County							
1 Eola	137	5	102	1	35	34.3	52
2 Eden	404	1	383	5	21	5.4	31
2 Total	541	xxx	485	xxx	56	11.5	83
0 Non-Migrant							
1 No report							
3 Total							
Edwards County							
1 Rocksprings	335	6	312	3	23	7.3	34
1 Total, Migrant	335	xxx	312	xxx	23	7.3	34
1 Non-Migrant							
0 No report							
2 Total							
Hudspeth County							
1 Fort Hancock	236	6	219	4	17	7.7	25
1 Total, Migrant	236	xxx	219	xxx	17	7.7	25
1 Non-Migrant							
1 No report							
3 Total							
Kimble County							
1 Junction	546	5	508	3	38	7.4	57
1 Total, Migrant	564	xxx	508	xxx	38	7.4	57
0 Non-Migrant							
0 No report							
1 Total							
Menard County							
1 Menard	358	6	301	1	57	18.9	85
1 Total, Migrant	358	xxx	301	xxx	57	18.9	85
0 Non-Migrant							
0 No report							
1 Total							
Presidio County							
1 Presidio	265	5	235	2	30	12.7	45
1 Total, Migrant	265	xxx	235	xxx	30	12.7	45
0 Non-Migrant							
1 No report							
2 Total							
Sterling County							
1 Sterling City	184	6	163	2	21	12.8	36
1 Total, Migrant	184	xxx	163	xxx	21	12.8	36
0 Non-Migrant							
0 No report							
1 Total							

F

Area II West Texas County & School Dist.	High A.D.A. Period (1) Number	(2) Period	Low A.D.A. Period (3) Number	(4) Period	Difference (5) (1)less(3)	Pct. Migrancy (6) (5)of(3)	No. Migrants (7) (5)+50%
Terrell County							
1 Terrell	502	1	453	5	49	10.8	73
1 Total, Migrant	502	xxx	453	xxx	49	10.8	73
0 Non-Migrant							
0 No report							
1 Total							
Tom Green County							
1 Tom Green Co.CSD's	720	2	678	5	42	6.1	63
1 Total, Migrant	720	xxx	678	xxx	42	6.1	63
2 Non-Migrant							
0 No report							
3 Total							
Val Verde County							
1 Del Rio	2 466	6	2 334	1	132	5.6	183
2 San Felipe	1 513	6	1 383	1	130	9.3	195
2 Total, Migrant	3 979	xxx	3 717	xxx	262	6.7	378
0 Non-Migrant							
0 No report							
2 Total							
Area Total	7 666	xxx	7 071	xxx	595	8.42	879

	Counties	Migrant Dist.	Non-Migrant Dist.	No Report
Migrant	10	12	4	3
Non-Migrant	22	0	26	8
Total	32	12	30	11
Total, Counties	32			
Total, Districts	53			

G

AREA III. WINTER GARDEN
Migrant: Counties, 5; School Districts, 9; Children, 4 154

AREA III Winter Garden County & School Dist.	High A.D.A. Period (1) Number	(2) Period	Low A.D.A. Period (3) Number	(4) Period	Difference (5) (1)less(3)	Pct. Migrancy (6) (5)of(3)	No. Migrants (7) (5)+ 50%
Dimmitt County							
1 Asherton	261	4	173	1	88	50.87	132
2 Carrizo Springs	1 684	4	1 291	1	393	30.44	589
2 Total, Migrant	1 945	xxx	1 464	xxx	481	32.86	721
0 Non-Migrant							
0 No report							
2 Total							
Frio County							
1 Dilley	767	5	652	1	115	17.64	172
2 Pearsall	1 437	5	1 246	1	191	15.32	286
2 Total, Migrant	2 204	xxx	1 898	xxx	306	16.12	458
0 Non-Migrant							
0 No report							
2 Total							
La Salle County							
1 Cotulla	890	4	662	1	228	34.44	342
1 Total, Migrant	890	xxx	662	xxx	228	34.44	342
0 Non-Migrant							
1 No report							
2 Total							
Maverick County							
1 Eagle Pass	3 184	4	2 411	1	773	32.06	1 159
1 Total, Migrant	3 184	xxx	2 411	xxx	773	32.06	1 159
0 Non-Migrant							
0 No report							
1 Total							
Zavala County							
1 Crystal City	2 251	5	1 345	1	906	67.36	1 359
2 La Pryor	241	4	203	1	38	18.72	57
3 Batesville	215	6	176	1	39	22.16	58
3 Total, Migrant	2 707	xxx	1 724	xxx	983	57.02	1 474
0 Non-Migrant							
0 No report							
3 Total							
Area Total	10 930	xxx	8 159	xxx	2 771	33.96	4 154

	Counties	Districts
Migrant	5	9
Non-Migrant	0	0
No report	0	1
Total	5	10

H

AREA IV. LOWER RIO GRANDE VALLEY
Migrant: Counties, 4; School Districts, 32; Children, 19 334

Area IV Lower Rio Grande Valley County & School Dist.	High A.D.A. (1) Number	Period (2) Period	Low A.D.A. (3) Number	Period (4) Period	Difference (5) (1)less(3)	Pct. Migrancy (6) (5)of(3)	No. Migrants (7) (5)+50%
Cameron County							
1 Cameron Co., CSD's	1 002	6	715	1	287	40.14	430
2 Brownsville	10 775	4	10 203	1	572	5.61	858
3 Harlingen	8 035	4	7 667	1	368	4.80	552
4 La Feria	1 222	4	1 034	1	188	18.18	282
5 Los Fresnos	913	5	830	1	83	10.00	124
6 Rio Hondo	1 080	5	909	1	171	18.81	256
7 San Benito	4 300	4	3 570	1	730	20.45	1 095
8 Santa Rosa	793	5	531	1	262	49.34	393
9 Olmito	356	5	295	1	61	20.68	91
10 Santa Maria	284	4	249	1	35	14.00	52
10 Total, Migrant	28 760	xxx	26 003	xxx	2 757	10.60	4 133
1 Non-Migrant							
0 No report							
11 Total							
Hidalgo County							
1 Hidalgo Co. CSD's	594	4	414	1	180	43.48	270
2 Donna	2 836	4	1 894	1	942	49.74	1 413
3 Edcouch-Elsa	2 215	4	1 472	1	743	50.48	1 114
4 Edinburg	6 074	4	4 795	1	1 279	26.67	1 918
5 Hidalgo	517	4	437	1	80	18.31	120
6 McAllen	6 762	5	6 106	1	656	10.75	984
7 Mercedes	2 776	4	2 214	1	562	25.38	843
8 Mission	3 028	4	2 390	1	638	26.70	957
9, Pharr-San Juan-Alamo	5 718	4	4 333	1	1 385	31.96	2 077
10 Sharyland	572	5	491	1	81	16.50	120
11 Tabasco	1 154	4	965	1	189	19.58	283
12 Weslaco	4 350	4	3 032	1	1 318	43.47	1 977
13 Alton	387	4	269	1	118	44.00	177
14 Progreso	276	4	224	1	52	23.21	78
15 La Villa	565	4	306	1	259	84.64	388
16 Monte Alto	303	4	271	1	32	11.81	48
16 Total, Migrant	38 127	xxx	29 613	xxx	8 514	28.75	12 767
0 Non-Migrant							
0 No report							
16 Total							

I

AREA IV	High A.D.A. Period		Low A.D.A. Period		Difference	Pct. Migrancy	No. Migrants
Lower Rio Grande Valley	(1)	(2)	(3)	(4)	(5)	(6)	(7)
County & School Dist.	Number	Period	Number	Period	(1) less (3)	(5) of (3)	(5)+50%
Starr County							
1 Rio Grande City	1 896	4	1 379	1	517	37.50	775
2 Roma	1 126	4	787	1	339	43.07	508
2 Total, Migrant	3 022	xxx	2 166	xxx	856	39.52	1 283
1 Non-Migrant							
0 No report							
3 Total							
Willacy County							
1. Lyford	1 511	6	1 260	1	251	20.00	376
2 Raymondville	2 475	4	2 035	1	440	21.62	660
3 San Perlita	265	4	243	1	22	9.06	33
4 Lasara	301	4	246	1	55	22.36	82
4 Total, Migrants	4 552	xxx	3 784	xxx	768	20.31	1 151
0 Non-Migrant							
0 No report							
4 Total							
Area Total	74 461	xxx	61 566	xxx	12 895	20.94	19 334

	Counties	Districts
Migrant	4	32
Non-Migrant	0	2
No report	0	0
Total	4	34

AREA V. SOUTH CENTRAL

Migrant: Counties, 12; School Districts, 27; Children, 7 475

Area V South Central County & School Dist.	High A.D.A. (1) Number	Period (2) Period	Low A.D.A. (3) Number	Period (4) Period	Difference (5) (1)less(3)	Pct. Migrancy (6) (5)of(3)	No. Migrants (7) (5)+50%
Atascosa County							
1 Charlotee	420	5	325	2	95	29.2	142
2 Jourdanton	501	5	453	2	48	10.5	72
3 Pleasanton	1 055	6	984	3	71	7.2	106
4 Poteet	862	3	666	1	196	29.4	294
5 Lytle	252	4	223	1	29	13.0	43
5 Total, Migrant	3 090	xxx	2 651	xxx	439	16.6	657
0 Non-Migrant							
1 No report							
6 Total							
Bee County							
1 Skidmore-Tynan	354	6	323	2	31	9.5	46
2 Beeville	2 929	6	2 859	2	70	2.4	105
3 Pawnee	279	6	194	3	85	43.8	127
3 Total, Migrant	3 562	xxx	3 376	xxx	186	5.5	278
1 Non-Migrant							
0 No report							
4 Total							
Bexar County							
1 Southside CSD	1 039	6	974	3	65	6.6	97
2 Southwest CSD	807	4	770	3	37	4.8	55
3 Harlandale	9 510	5	9 296	3	214	2.3	321
4 Edgewood	13 073	5	11 469	1	1 604	13.9	2 406
4 Total, Migrant	24 429	xxx	22 509	xxx	1 920	8.5	2 879
4 Non-Migrant							
3 No report							
1 Total							
Duval County							
1 San Diego	861	6	800	1	61	7.6	91
1 Total, Migrant	861	xxx	800	xxx	61	7.6	91
1 Non-Migrant							
1 No report							
3 Total							
Jim Wells County							
1 Alice	4 806	6	4 309	3	497	11.5	745
1 Total, Migrant	4 806	xxx	4 309	xxx	497	11.5	745
3 Non-Migrant							
1 No report							
5 Total							
Karnes County							
1 Karnes City	1 090	6	910	3	180	19.7	270
2 Runge	341	6	262	3	79	30.1	118
2 Total, Migrant	1 431	xxx	1 172	xxx	259	22.0	388
1 Non-Migrant							
1 No report							
4 Total							

AREA V South Central	High A.D.A.	Period	Low A.D.A.	Period	Difference	Pct. Migrancy	No. Migrants
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
County & School Dist.	Number	Period	Number	Period	(1)less(3)	(5)of(3)	(5)+50%
Liveoak County							
1 Three Rivers	618	4	576	1	42	7.3	63
1 Total, Migrant	618	xxx	576	xxx	42	7.3	63
0 Non-Migrant							
0 No report							
2 Total							
Medina County							
1 Devine	853	5	761	1	92	12.0	138
2 Natalia	476	5	373	1	103	27.6	154
3 Hondo	993	6	858	1	135	15.7	202
4 Medina Valley	476	6	437	1	39	8.9	58
4 Total, Migrant	2 798	xxx	2 429	xxx	369	15.1	552
1 Non-Migrant							
0 No report							
5 Total							
Uvalde County							
1 Sabinal	432	5	370	2	62	16.7	93
1 Total, Migrant	432	xxx	370	xxx	62	16.7	93
1 Non Migrant							
0 No report							
2 Total							
Webb County							
1 Laredo	10 360	4	9 524	1	836	8.7	1 254
1 Total, Migrant	10 360	xxx	9 524	xxx	836	8.7	1 254
1 Non-Migrant							
1 No report							
3 Total							
Wilson County							
1 Floresville	1 055	5	965	2	90	9.3	135
2 Poth	548	5	497	1	51	10.2	76
3 Stockdale	346	6	306	3	40	13.0	60
3 Total, Migrant	1 949	xxx	1 768	xxx	181	10.2	271
1 Non-Migrant							
0 No report							
4 Total							
Zapata County							
1 Zapata Co.,CSD's	819	3	683	2	136	19.9	204
1 Total, Migrant	819	xxx	683	xxx	136	19.9	204
0 Non-Migrant							
0 No report							
1 Total							
Area Total	55 155	xxx	50 167	xxx	4 988	9.94	7 475

	Counties	Migrant Districts	Non-Migrant Dist.	No Report
Migrant	12	27	15	8
Non-Migrant	6	0	6	1
Total	18	27	21	9

Total, Counties 18
Total, Districts 57

L

AREA VI. COASTAL BEND
Migrant: Counties, 7; School Districts, 20; Children, 5 206

Area VI Coastal Bend County & School Dist.	High A.D.A. Period (1) Number	(2) Period	Low A.D.A. Period (3) Number	(4) Period	Difference (5) (1)less(3)	Pct. Migrancy (6) (5)of(3)	No. Migrants (7) (5)+50%
Brazoria County							
1 Brazosport	6 088	1	5 668	4	420	7.41	(100)*
1 Total, Migrant	6 088	xxx	5 668	xxx	420	7.41	(100)*
6 Non-Migrant							
0 No report							
7 Total							
Fort Bend County	2 123	2	2 040	3	83	4.07	124
1 Fort Bend	2 123	xxx	2 040	xxx	83	4.07	124
1 Total, Migrant							
4 Non-Migrant							
0 No report							
5 Total							
Matagorda County							
1 Tidehaven	573	5	547	1	26	4.75	39
1 Total, Migrant	573	xxx	547	xxx	26	4.75	39
3 Non-Migrant							
0 No report							
4 Total							
Nueces County							
1 Calallen	757	6	729	1	28	3.84	42
2 Robstown	4 387	6	3 401	1	986	28.99	1 479
3 West Oso	2 082	5	1 885	1	197	10.45	295
4 Agua Dulce	346	5	318	3	28	8.80	42
5 Driscoll	244	6	196	3	48	24.50	72
6 Petronila	213	5	184	1	29	15.76	44
7 Banquete	369	5	298	1	71	23.66	106
8 Clarkwood	218	6	190	2	28	14.74	42
5 Total, Migrant	8 616	xxx	7 201	xxx	1 415	19.65	2 122
3 Non-Migrant							
1 No report							
12 Total							
San Patricio County							
1 Gregory-Portland	1 271	5	1 141	1	130	11.40	195
2 Mathis	1 802	5	1 283	1	519	40.45	778
3 Odem	823	5	634	1	189	29.81	283
4 Sinton	1 979	5	1 552	1	427	27.51	640
5 Taft	1 223	5	1 055	1	168	15.92	252
5 Total, Migrant	7 098	xxx	5 665	xxx	1 433	25.29	2 148
1 Non-Migrant							
1 No report							
7 Total							

* Superintendent's estimate is 100 only.

M

Area VI Coastal Bend County & School Dist.	High A.D.A. Period (1) Number	 (2) Period	Low A.D.A. Period (3) Number	 (4) Period	Difference (5) (1)less(3)	Pct. Migrancy (6) (5)of(3)	No. Migrants (7) (5)+50%
Victoria County							
1 Victoria	6 469	5	6 232	3	237	3.8	355
1 Total, Migrant	6 469	xxx	6 232	xxx	237	3.8	355
3 Non-Migrant							
0 No report							
4 Total							
Wharton County							
1 El Campo	1 555	6	1 498	3	57	3.80	85
2 Wharton	1 898	2	1 763	5	135	7.68	202
3 Hungerford	500	5	479	1	21	4.37	31
3 Total, Migrant	3 953	xxx	3 740	xxx	213	5.69	318
3 Non-Migrant							
0 No report							
6 Total							
Area Total	34 920	xxx	31 093	xxx	3 827	12.30	5 206

	Counties	Migrant Dist.	Non-Migrant Dist.	No Report
Migrant	7	20	23	2
Non-Migrant	7	0	30	4
Total,Counties	14	20	53	6
Total,Districts	79			

N

AREA VII. CENTRAL TEXAS
Migrant: Counties, 20; School Districts, 35; Children, 3 972

Area VII	High A.D.A. Period		Low A.D.A. Period		Difference	Pct. Migrancy	No. Migrants
Central Texas	(1)	(2)	(3)	(4)	(5)	(6)	(7)
County & School Dist.	Number	Period	Number	Period	(1)less(3)	(5)of(3)	(5)+50%
Bastrop County							
1 Bastrop	809	5	754	3	55	7.2	82
2 Smithville	639	6	610	1	29	4.7	43
2 Total, Migrant	1 448	xxx	1 364	xxx	84	6.1	125
1 Non-Migrant							
1 No report							
4 Total							
Bell County							
1 Bartlett	375	6	334	1	41	12.2	61
2 Rogers	336	6	314	2	22	7.0	33
2 Total	711	xxx	648	xxx	63	9.7	94
7 Non-Migrant							
1 No report							
10 Total							
Burnet County							
1 Bertram	199	5	181	3	18	9.9	27
1 Total, Migrant	199	xxx	181	xxx	18	9.9	27
1 Non-Migrant							
1 No report							
3 Total							
Caldwell County							
1 Lockhart	1 530	6	1 290	1	240	18.6	360
2 Luling	1 268	6	1 214	1	54	4.4	81
3 Martindale	208	4	159	1	49	30.8	73
3 Total	3 006	xxx	2 663	xxx	343	12.8	524
0 Non-Migrant							
0 No report							
3 Total							
Callahan County							
1 Baird	306	4	271	1	35	12.9	52
1 Total, Migrant	306	xxx	271	xxx	35	12.9	52
2 Non-Migrant							
0 No report							
3 Total							
Coleman County							
1 Santa Anna	270	6	261	3	9	3.4	13
1 Total, Migrant	270	xxx	261	xxx	9	3.4	13
1 Non-Migrant							
0 No report							
2 Total							
DeWitt County							
1 Yoakum	1 177	4	972	3	205	21.0	307
2 Yorktown	578	4	438	1	140	31.9	210
3 Nordheim	227	5	168	2	59	35.1	88
3 Total, Migrant	1 982	xxx	1 578	xxx	404	25.6	605
1 Non-Migrant							
0 No report							
4 Total							

Area VII Central Texas County & School Dist.	High A.D.A. Period Number	 Period	Low A.D.A. Period Number	 Period	Difference (1)less(3)	Pct. Migrancy (5)of(3)	No. Migrants (5)+50%
Falls County							
1 Marlin	1 978	5	1 870	1	108	5.7	162
2 Rosebud	397	6	356	2	41	11.5	61
3 Chilton	220	6	191	3	29	15.1	43
3 Total	2 595	xxx	2 417	xxx	178	7.3	266
1 Non-Migrant							
0 No report							
4 Total							
Fayette County							
1 Flatonia	354	5	313	1	41	13.0	61
1 Total, Migrant	354	xxx	313	xxx	41	13.0	61
3 Non-Migrant							
1 No report							
5 Total							
Gonzales County							
1 Gonzales	1 700	1	1 639	4	61	3.7	91
2 Smiley	196	5	147	2	49	33.3	73
2 Total, Migrant	1 896	xxx	1 786	xxx	110	6.1	164
0 Non-Migrant							
2 No report							
4 Total							
Guadalupe County							
1 Seguin	2 912	5	2 435	1	477	19.5	715
1 Total, Migrant	2 912	xxx	2 435	xxx	477	19.5	715
0 Non-Migrant							
2 No report							
3 Total							
Hays County							
1 San Marcos	2 404	6	2 209	1	195	8.8	292
2 Kyle	385	4	279	1	106	37.9	159
3 Buda	222	6	201	1	21	10.4	31
3 Total, Migrant	3 011	xxx	2 689	xxx	322	11.9	482
1 Non-Migrant							
0 No report							
4 Total							
Lampasas County							
1 Lampasas	1 170	6	1 090	1	80	7.3	120
2 Lometa	225	4	203	3	22	10.8	33
2 Total, Migrant	1 395	xxx	1 293	xxx	102	7.8	153
0 Non-Migrant							
0 No report							
2 Total							
Lee County							
1 Lee County	209	2	160	1	49	30.6	73
1 Total, Migrant	209	xxx	160	xxx	49	30.6	73
2 Non-Migrant							
0 No report							
3 Total							

P

Area VII Central Texas County & School Dist.	High A.D.A. Period (1) Number	 (2) Period	Low A.D.A. Period (3) Number	 (4) Period	Difference (5) (1)less(3)	Pct. Migrancy (6) (5)of(3)	No. Migrants (7) (5)÷50%
Mason County							
1 Mason	549	6	506	3	43	8.4	64
1 Total, Migrant	549	xxx	506	xxx	43	8.4	64
0 Non-Migrant							
0 No report							
1 Total							
McLennan County							
1 Moody	229	6	202	2	27	13.3	40
2 Mart	649	5	580	1	69	11.8	103
2 Total	878	xxx	782	xxx	96	12.2	143
8 Non-Migrant							
3 No report							
13 Total							
Navarro County							
1 Dawson	305	1	278	4	29	9.7	40
1 Total, Migrant	305	xxx	278	xxx	29	9.7	40
4 Non-Migrant							
0 No report							
5 Total							
Runnels County							
1 Runnels Co.	381	2	351	6	30	8.5	45
1 Total, Migrant	381	xxx	351	xxx	30	8.5	45
2 Non-Migrant							
0 No report							
3 Total							
Somervell County							
1 Glen Rose	345	4	327	1	18	5.5	27
1 Total, Migrant	345	xxx	327	xxx	18	5.5	27
0 Non-Migrant							
0 No report							
1 Total							
Williamson County							
1 Georgetown	917	5	856	1	61	7.1	91
2 Taylor	1 494	5	1 397	1	97	6.9	145
3 Thrall	374	5	332	1	42	12.6	63
3 Total, Migrant	2 785	xxx	2 585	xxx	200	7.7	299
4 Non-Migrant							
2 No report							
9 Total							
Area Total	25 537	xxx	22 888	xxx	2 649	11.58	3 972

	Counties	Migrant Districts	Non-Migrant Districts	No Report
Migrant	20	35	38	13
Non-Migrant	25	0	65	23
Total, Counties	45	35	103	36
Total, Districts	174			

Q

AREA VIII. NORTH CENTRAL
Migrant: Counties, 7; School Districts, 10; Children, 621

Area VIII North Central Texas	High A.D.A. Period		Low A.D.A. Period		Difference	Pct. Migrancy	No. Migrants
County & School Dist.	Number	Period	Number	Period	(1)less(3)	(5)of(3)	(5)+50%
Baylor County							
1 Seymour	890	1	890	5	81	10.01	121
1 Total, Migrant	890	xxx	890	xxx	81	10.01	121
0 Non-Migrant							
0 No report							
1 Total							
Dallas County							
1 De Soto	520	6	459	2	61	13.30	91
1 Total, Migrant	520	xxx	459	xxx	61	13.30	91
12 Non-Migrant							
3 No report							
16 Total							
Hardeman County							
1 Chillicothe	343	1	312	3	31	9.95	46
1 Total, Migrant	343	xxx	312	xxx	31	9.95	46
1 Non-Migrant							
0 No report							
2 Total							
Haskell County							
1 Haskell Co.,CSD's	437	2	405	4	32	7.90	48
2 Rochester	297	2	267	4	30	11.24	45
3 Rule	295	6	271	4	24	8.96	36
3 Total, Migrant	1 029	xxx	943	xxx	86	9.12	129
0 Non-Migrant							
1 No report							
4 Total							
Jones County							
1 Anson	652	6	587	3	65	11.07	97
1 Total, Migrant	652	xxx	587	xxx	65	11.07	97
4 Non-Migrant							
0 No report							
5 Total							
Knox County							
1 Munday	454	1	400	6	54	13.50	81
1 Total, Migrant							
1 Non-Migrant							
0 No report							
2 Total							
Palo Pinto County							
1 Graford	150	5	137	2	13	9.49	20
2 Strawn	117	5	93	1	24	25.81	36
2 Total, Migrant	267	xxx	230	xxx	37	16.09	56
1 Non-Migrant							
0 No report							
3 Total							
Area Total	4 155	xxx	3 740	xxx	415	11.10	621

	Counties	Migrant Dist.	Non-Migrant Dist.	No Report
Migrant	7	10	19	4
Non-Migrant	20	0	64	15
Total,Counties	27	10	83	19
Total,Districts	112			

R

AREA IX. EAST TEXAS, NORTH

Migrant: Counties, 2; School Districts, 2; Children, 163

Area IX East Texas-North	High A.D.A. Period		Low A.D.A. Period		Difference	Pct. Migrancy	No. Migrants
County & School Dist.	Number	Period	Number	Period	(1)less(3)	(5)of(3)	(5)+50%
Harrison County							
1 Marshall	5 231	1	4 888	4	343	-----	*(100)
1 Total, Migrant	5 231	xxx	4 888	xxx	343	-----	*(100)
3 Non-Migrant							
1 No report							
5 Total							
Upshur County							
1 New Diana	353	3	311	1	42	13.50	63
1 Total, Migrant	353	xxx	311	xxx	42	13.50	63
2 Non-Migrant							
3 No report							
6 Total							
Area Total	5 584	xxx	5 199	xxx	385	xxx	163

*Official's estimate

	Counties	Migrant Dist.	Non-Migrant Dist.	No Report
Migrant	2	2	5	4
Non-Migrant	21	0	67	24
Total	23	2	72	28
Total, Counties	23			
Total, Districts	102			

AREA X. EAST TEXAS, SOUTH

Migrant: Counties, 9; School Districts, 9; Children, 913

Area X	High A.D.A. Period		Low A.D.A. Period		Difference	Pct. Migrancy	No. Migrants
East Texas-South County & School Dist.	Number	Period	Number	Period	(1)less(3)	(5)of(3)	(5)+50%
Brazos County							
1 Bryan	2 678	5	2 592	1	86	3.32	129
1 Total, Migrant	2 678	xxx	2 592	xxx	86	3.32	129
2 Non-Migrant							
0 No report							
3 Total							
Burleson County							
1 Snook	398	4	370	1	28	7.56	42
1 Total, Migrant	398	xxx	370	xxx	28	7.56	42
2 Non-Migrant							
1 No report							
4 Total							
Freestone County							
1 Teague	878	6	825	1	53	6.43	79
1 Total, Migrant	878	xxx	825	xxx	53	6.43	79
3 Non-Migrant							
0 No report							
4 Total							
Grimes County							
1 Navasota	1 559	5	1 490	1	69	4.63	103
1 Total, Migrant	1 559	xxx	1 490	xxx	69	4.63	103
2 Non-Migrant							
1 No report							
4 Total							
Houston County							
1 Lovelady	523	2	490	1	33	6.73	49
1 Total, Migrant	523	xxx	490	xxx	33	6.73	49
1 Non-Migrant							
2 No report							
4 Total							
Jasper County							
1 Kirbyville	798	6	737	3	61	8.21	91
1 Total, Migrant	798	xxx	737	xxx	61	8.21	91
2 Non-Migrant							
1 No report							
4 Total							
Madison County							
1 Madison	840	6	789	3	51	6.46	76
1 Total, Migrant	840	xxx	789	xxx	51	6.46	76
1 Non-Migrant							
0 No report							
2 Total							

T

Area X	High A.D.A. Period		Low A.D.A. Period		Difference	Pct. Migrancy	No. Migrants
East Texas-South	(1)	(2)	(3)	(4)	(5)	(6)	(7)
County & School Dist.	Number	Period	Number	Period	(1)less(3)	(5)of(3)	(5)+50%
Waller County							
1 Hempstead	728	6	675	1	53	7.85	79
1 Total, Migrant	728	xxx	675	xxx	53	7.85	79
2 Non-Migrant							
0 No report							
3 Total							
Washington County							
1 Brenham	1 948	5	1 771	1	177	10.0	265
1 Total, Migrant	1 948	xxx	1 771	xxx	177	10.0	265
1 Non-Migrant							
0 No report							
2 Total							
Area Total	10 350	xxx	9 739	xxx	611	6.27	913

	Counties	Migrant Dist.	Non-Migrant Dist.	No Report
Migrant	9	9	16	5
Non-Migrant	23	0	77	28
Total	32	9	93	33
Total, Counties	32			
Total, Districts	135			

V-23

Derived Data: t-tables

The t-tables which follow are derived from the preceding T-tables. Table t-1 is a compilation of the totals at the end of each T-table and was put together (1) to have this information on one page and (2) to show the per centage of migrancy. This gives a conservative and probably too low migrancy per centage. A State migrancy per centage of 13.94% in all migrant areas is, therefore, very conservative. Table t-2 uses data of the Winter Garden Area and the Lower Rio Grande Valley to secure a per centage factor of 22.49% where migrancy is a dominant factor. By combining the nine counties of both areas, an A.D.A. per centage factor of 76.95% is secured.

In table t-3 guessing and estimating are eliminated in search of plainly derived figures. In the migrant counties of the migrant areas 209 school districts reported; 55 did not. By combining high and low A.D.A. totals of t-1, there is an average of 254 122 A.D.A. for grades 1 to 8. If the same per centage of migrancy prevails the 55 non-reporting districts in migrant areas had 32 migrant districts as shown in t-5. The 209 reporting districts had 254 122 A.D.A.; 32 districts would have 32/209 or 38 908, which added to 254 122 totals 293 030. To that number should be added the number in secondary schools. Assuming normal high school enrollment in migrant areas,

State High School Enrollment / State Elementary Enrollment $\frac{472\ 873}{1\ 648\ 432}$ X 293 030 is 84 059
293 030
Total number in A.D.A. in all migrant districts, grades 1 - 12 377 089

In 1961-1962 it was determined that State A.D.A. was 84.13%. It would not be that high in migrant areas, but to keep figures from kiting, it is used.

If 84.13% = 377 089
100% = 448 221, the total number of scholastics affected by migrant areas.

Computations in table t-4 and the second page of t-5 will be clear to any one who cares to go through them step by step. These tables show 58 935 migrants in Texas schools in 1961-1962 and 23 942 migrants of school age not in school.

This tedious presentation is no defensive one but a simple one to show that figures used for final statements, as in Table t-9, started in and came through definite computation channels rather than from testimony and estimates.

Table t-8 shows the periodicity of migrancy and proves heavy migrancy in six sections of the State. In the Panhandle and South Plains country 39 school districts classified as migrant have their peak A.D.A. periods during the second six-weeks, and 42 have their low periods in the third, fourth, and fifth six-weeks. In only two instances is there complete agreement with what is generally accepted. All school districts in the Winter Garden and Rio Grande Valley have their low period the first six weeks; but they scatter through the fourth, fifth, and sixth for peaks. The South Central Area has the pattern of low A.D.A.'s in the first, second, and third and highs in the fifth and sixth. This is supposed to be the pattern of an area with both home-base migrants and in-migrants; and it is the pattern of Central Texas. Apparently, South Texas, north of the Valley, has more in-migrants than it knows about.

SUMMARY AND USE OF DATA FROM PRINCIPAL SOURCE MATERIAL

t-1 Migrancy by Areas as indicated by Average Daily Attendance, 1961-1962, Grades 1 through 8

t-2 Reference numbers secured by combining two Principal Migrant Areas where Migrancy is a Dominant Factor, 1961-1962

t-3 Adjustments in Number of Scholastics affected by Migrancy, 1961-1962
1. Non-reporting migrant districts
2. Secondary schools

t-4 Number of Migrants Not Enrolled, 1961-1962

t-5 Adjustments for Full Number of Migrants in Texas Schools, 1961-1962
1. For Non-reporting migrant districts
2. Secondary schools

t-6 Migrancy Indicated by Questionnaire Data from 884 School Districts, Grades 1 through 8, A.D.A. of 200 or more, 1961-1962

t-7 Number of Migrants by Areas; Counties and Districts; 1961-1962; Unadjusted

t-8 Frequency of Six Weeks Periods by Areas for High A.D.A. Period and Low A.D.A. Period

t-9 Summary and Rounded Numbers, Migrants, 1961-1962, Texas Schools
1. Number of Counties
2. Number of School Districts
3. Number of Migrants in Schools
4. Number of Migrants not in Schools
5. Total Number in Average Daily Attendance in all migrant districts
6. Total number of scholastics in all migrant districts

t-1 **Migrancy by Areas as Indicated by A.D.A., 1961-1962, Grades 1 through 8** t-1
(Data from T-A to T-T)

Areas		(1) Total for Six Weeks High A.D.A. Period	(2) Total for Six Weeks Low A.D.A. Period	(3) Difference (1)less(2)	(4) Number of Migrants	(5) Pct.Migrancy (3)of(2)
I	Panhandle & S. Plains	41 927	37 937	3 990	6 058	10.52
II	West Texas	7 666	7 071	595	879	8.42
III	Winter Garden	10 930	8 159	2 771	4 154	33.96
IV	Lower Rio Grande Valley	74 461	61 566	12 895	19 334	20.94
V	South Central	55 155	50 167	4 988	7 475	9.94
VI	Coastal Bend	34 920	31 093	3 827	5 206	12.30
VII	Central Texas	25 537	22 888	2 649	3 972	11.58
VIII	North Central	4 155	3 740	415	621	11.10
IX	East Texas-North	5 584	5 199	385	163	xx.x
X	East Texas-South	10 350	9 739	611	913	6.27
	Total	270 685	237 559	33 126	48 775	13.94

t-2 Reference Numbers Secured by Combining Two Principal Migrant Areas where Migrancy is a Dominant Factor, 1961-1962 t-2

(Data from T-A to T-T)

Area	Migrants	Pct. of Migrancy
Winter Garden	4 154	33.96
Lower Rio Grande Valley	19 334	20.94
	23 488	22.49

Counties of Both Areas	(1) Total Population Census, 1960	(2) Number 6-17 yrs. Census, 1960	(3) A.D.A. 1960-61	(4) Pct. in A.D.A. (3) of (2)	(5) Migrants in Schools 1961-1962
Cameron	151 098	42 487	33 878	79.8	4 133
Dimmitt	10 095	3 058	2 116	69.1	721
Frio	10 112	2 918	2 362	80.8	458
Hidalgo	180 904	52 791	39 669	75.1	12 767
La Salle	5 972	1 772	1 265	71.4	342
Maverick	14 508	4 198	3 230	76.9	1 159
Starr	17 137	5 083	3 889	76.5	1 283
Willacy	20 084	6 039	4 916	81.4	1 151
Zavala	12 696	3 884	2 733	70.4	1 474
Total	422 606	122 230	94 058	76.95	23 488

t-3 Adjustments in Number of Scholastics Affected by Migrancy t-3

(Original Data from T-A to T-T)

1. 209 Migrant districts		254 122	A.D.A.,Grades 1 through 8
32 Non-reporting Migrant districts			
32/209 of 254 122		38 908	A.D.A.,Grades 1 through 8
Total affected in Migrant areas		293 030	A.D.A.,Grades 1 through 8
2. High school enrollment, Texas	472873 X 293030		
Elementary school enrollment,Texas	1648432 =	84 059	
Total in A.D.A. affected		377 089	Grades 1 through 12
3. Total enrollment or number affected			
State A.D.A. is 84.13% of Scholastic Population			
84.13% =	377 089		
100% =	448 221		
Total number affected		448 221	Grades 1 through 12

t-4 Number of Migrants Not Enrolled, 1961-1962 t-4
(Data from T-A to T-T)

1. Total number of scholastics affected (t-3.3) by migrancy 448 221
   Instead of 84.13% in t-3, use 76.95% A.D.A.
   from two most dominant migrant areas (t-2)
   100%-76.95% is 23.05% 23.05% of 448 221 is 103 315,
   number not in school daily
2. From (t-1) 13.94% of Grades 1 through 8 were
   migrant in the migrant area 13.94% of 103 315 is 14 402
3. Add for Secondary school non-enrollment (t-5.2) 9 540
   Total migrants not enrolled 23 942

t-5 Adjustments for Full Number of Migrants in Texas Schools, 1961-1962 t-5
(Data from T-A to T-T)

1. For non-reporting migrant districts - Grades 1 through 8

Area	Districts Migrant	 Non-Migrant	 No Report	Adjust for Non-Reporting Dists.
I	53	9	15	53/62 of 15 = 12 Migrant Dists.
II	12	4	3	12/16 of 3 = 3
III	9	0	1	9/9 of 1 = 1
IV	32	2	0	32/34 of 0 = 0
V	27	15	8	27/42 of 8 = 5
VI	20	23	2	20/43 of 2 = 1
VII	35	38	13	35/73 of 13 = 6
VIII	10	19	4	10/29 of 4 = 1
IX	2	5	4	2/7 of 4 = 1
X	9	16	5	9/25 of 5 = 2
Total	209	131	55	xxxxxxx 32

	(1) Non-reporting Migrant Dists.	(2) Reporting Number	(3) Migrant Dists. Mig.,grades1-8	(4) Add Adjustment	(5) Amt.	(6) Total (3)+(5)
I	12	53	6 058	12/53 of 6058	1 371	7 429
II	3	12	879	3/12 of 879	220	1 099
III	1	9	4 154	1/9 of 4154	100*	4 254
IV	0	32	19 334	0/32 of 19334	-0-	19 334
V	5	27	7 475	5/27 of 7475	1 458	8 933
VI	1	20	5 206	1/20 of 5206	260	5 466
VII	6	35	3 972	6/35 of 3972	681	4 653
VIII	1	10	621	1/10 of 621	62	683
IX	1	2	163	1/2 of 163	81	244
X	2	9	913	2/9 of 913	203	1 116
Total	32	209	48 775	xxxxxxx	4 436	53 211
Total Adjusted	241		4 436			
Number of Migrants Grades 1 through 8			53 211			

t-5 Adjustments for Full Number of Migrants in Texas Schools, 1961-1962 t-5
(Data from T-A to T-T)

2. For Secondary School

High School enrollment, State 1960-1961	472 873
Elementary School enrollment, State, 1960-1961	1 648 432

$\frac{472\ 873}{1\ 648\ 432}$ of 53 211 is 15 264

High School Migrants would be 15 264 if high school migrancy equaled elementary school migrancy. There is disagreement between estimates that range from one-fourth to one-half as much.

The middle or three-eights used here:

3/8 of 15 264 is 5 724
15 264 less 5 723 is 9 540-Number Migrants not in Secondary Schools

3. Adjusted Numbers

a. Elementary Schools	53 211
b. Secondary Schools	5 724
Total	58 935 Migrants in Texas Schools, 1961-1962

t-6 Migrancy Indicated by Questionnaire Data from 884 School Districts t-6
Grades 1 through 8, A.D.A. of 200 or more, 1961-1962
(Data from T-A to T-T)

Area	Counties	School Districts Migrant	Non-Migrant	No Report	Total	
I Panhandle & South Plains	25	53	9	15	77	Migran
	29	0	37	14	51	Non-Mi
II West Texas	10	12	4	3	19	Migran
	22	0	26	8	34	Non-Mi
III Winter Garden	5	9	0	1	10	Migran
	0	0	0	0	0	Non-Mi
IV Lower Rio Grande Valley	4	32	2	0	34	Migran
	0	0	0	0	0	Non-Mi
V South Central	12	27	15	8	50	Migran
	6	0	6	1	7	Non-Mi
VI Coastal Bend	7	20	23	2	45	Migran
	7	0	30	4	34	Non-Mi
VII Central Texas	20	35	38	13	86	Migran
	25	0	65	23	88	Non-Mi
VIII North Central	7	10	19	4	33	Migran
	20	0	64	15	79	Non-Mi
IX East Texas-North	2	2	5	4	11	Migran
	21	0	67	24	91	Non-Mi
X East Texas-South	9	9	16	5	30	Migran
	23	0	77	28	105	Non-Mi
Total	254	209	503	172	884	xxxxx

t-7 Number of Migrants, by Areas; Counties and Districts by Areas t-7
(Unadjusted) Data from T-A to T-T

Grades 1 through 8 only, 1961-1962

	Areas	Counties		Districts			No.
		Migrant	Non-Migrant	No Report	Non-Migrant	Migrant	Migra
I	Panhandle & S.Plains	25	29	29	46	53	6 058
II	West Texas	10	22	11	30	12	879
III	Winter Garden	5	0	1	0	9	4 154
IV	Lower Rio Grande Valley	4	0	0	2	32	19 334
V	South Central	12	6	9	21	27	7 475
VI	Coastal Bend	7	7	6	53	20	5 206
VII	Central Texas	20	25	36	103	35	3 972
VIII	North Central	7	20	19	83	10	621
IX	East Texas-North	2	21	28	72	2	163
X	East Texas-South	9	23	33	93	9	913
	Total	101	153	172	503	209	48 775

t-8 Frequency of Six Weeks Periods by Areas t-8

(Data from T-A to T-T)

		Reporting Period For High A.D.A.						Reporting Period For Low A.D.A.					
		1	2	3	4	5	6	1	2	3	4	5	6
I.	Panhandle & S.Plains	5	39	3	1	3	2	4	0	11	20	11	7
II	West Texas	2	1	0	0	3	6	4	2	2	1	3	0
III	Winter Garden	0	0	0	5	3	1	9	0	0	0	0	0
IV	Lower Rio Grande Valley	0	0	0	24	6	2	32	0	0	0	0	0
V	South Central	0	0	2	4	9	12	11	7	9	0	0	0
VI	Coastal Bend	1	2	0	0	12	5	12	1	5	1	1	0
VII	Central Texas	2	2	0	7	11	13	20	5	7	2	0	1
VIII	North Central	3	2	0	0	2	3	1	2	2	3	1	1
IX	East Texas-North	1	0	1	0	0	0	1	0	0	1	0	0
X	East Texas-South	0	1	0	1	3	4	7	0	2	0	0	0
	Total	14	47	6	42	52	48	101	17	38	28	16	9

t-9 Summary and Round Numbers, Migrants, 1961-1962 t-9
(Data from T-A to T-T)

	Number	Rounded
Number of counties with migrant school age children (t-6)	101	100
Number of school districts with migrant school age children (t-5)	241	240
Number of migrants in schools (t-5.3)	58 935	60 000
Number of migrants not in schools (t-4.3)	23 942	25 000
Total number in A.D.A. in all migrant districts (t-3.2)	377 089	375 000
Total number Scholastics in all migrant districts (t-3.3)	448 221	450 000

More Anchor Data

On the next page population growth in Texas is shown for the three decades from 1930 to 1960. Total Population increased 64.46%; Negro, 38.85%; and Spanish surname, 107.38%. If by some magic we could make an average person of every boy, girl, man, and woman, 120 could be used for 1930 and 200 for 1960 to make contrasting live scenes.

In 1930. Among 120 of these persons
17 are Negro
14 have Spanish surnames

In 1960. The 120 are now 200
The 17 Negroes are 24
The 14 with Spanish surname are 29

Probably because of fear, anxiety, and other emotional reactions related to economic and social conditions, Negro population is increasing much less than other groups. This relative decrease may be due to migration to other states, but whatever the causes the decrease prevails. The per centage increase of Spanish surname people is nearly three times the per centage increase of Negroes.

Also adding to Anchor Data are advance materials from the U.S. Census Bureau and the records of the Texas Education Agency. Appended to this Part V are data and tables of figures taken directly from these two sources or derived from them. The statements and conclusions running through descriptive material accompanying the tabulated data are thought to be valid. The material was collected as partial source data for a look into the next twenty years.

Relative Growth, Principal Groups, Texas Population, 1930-1960

Texas Population	1930	1940	10-year Increase Total	10-year Increase Pct.
Total, State	5 824 715	6 414 824	590 109	10.14
Negro	854 960	924 391	69 431	8.24
Spanish Surname	683 681	*	———	———
	1940	1950		
Total, State	6 414 824	7 711 194	1 296 370	20.21
Negro	924 391	984 067	59 676	6.47
Spanish Surname	*	1 028 790	345 109**	50.48**
	1950	1960		
Total, State	7 711 194	9 579 677	1 868 483	24.23
Negro	984 067	1 187 125	203 058	20.63
Spanish Surname	1 028 790	1 417 811	389 021	37.81

	30 - year Increase Total	30 - year Increase Pct.
State	3 754 962	64.46
Negro	332 165	38.85
Spanish Surname	734 130	107.38

* Not obtainable
** 20-year increase, 1930-1950

Apparent Conditions Now. The map on Page 7 of the Appendix shows that the Negro lives in one population concentration area of 89 counties. If he moves from this area, he apparently leaves the State. The Spanish surname people are increasing rapidly, and just as fast they are moving out over the State. They tend to saturate parts of large towns and cities and exceed in numbers the demand for the labor and skills which they have. This causes migrancy —— searching for a livelihood elsewhere.

Foreseeable Conditions. Technological insight and foresight and economic perspicacity of leaders in private economic enterprise outrun man's general capacity of adaptation to rapid changes. Techmological obsolescence of durable goods, processes, and plants keeps the economy in an embarrassing bind. Industrial and financial leaders find it difficult to accept this burden and at the same time heed urgent appeals and demands from national leaders and governments which are concerned about the effects upon people.

Obsolescence of physical plant is rather obvious, and charging it off periodically as a cost is a simple task of management. The unheard and unseen vanishing skills of men are impalpable, and there can be no charge-off. There can be only change-over; and if there is not, there will be strain and economic instability. If man cannot make this change fast enough he loses purchasing and economic consuming power. As this happens to millions of people, a market economy becomes spotty, and the next stage will be decadence.

This is one very recent illustration. In 1959 the Rio Grande Valley used 50000 braceros for the cotton harvest. In 1960, 25% of the cotton was machine harvested; in 1961, 65%; in 1962, 85% to 90% and not a bracero was used. This radically affected the economy of the Valley, migrant conditions, and the economy of Northern Mexico, especially border trade. There was and is some name-calling and some finger-pointing; and few will accept the fact that two hands are obsolete for cotton picking because a machine can pick better and at less unit cost.

Not so recent and not so well recognized among the people living in that part of the state are the effects of economic disadvantage of the Texas cotton belt of 1890 to 1920 and the advantage of the Panhandle and the Rio Grande Valley. The old cotton belt is an embryonic migrant area with already developed migrancy not yet well recognized and admitted because the pressure phase of migrancy and marginal people in a marginal economy has been relieved by actual migration rather than by migrancy. At least 40 counties in this area have had decreasing population for 30 years.

Much more difficult to see and almost impossible to admit are dissolving economic and social structures and concomitant creeping obsolescence in educational programs. The much sought solution of educational problems is more money and more teachers. One who thinks that migrancy or any educational need can be met by money and more of what is already being done will bring jarring disillusionment to those who come after him. The problems of migrancy can be worked with (and never solved) (1) by effective use of Time that can be made available (Attendance - - actual contact with the migrant) and (2) by programming instruction. Then should come more money.

Migrancy as such may be eliminated by automation and mechanization. The apple growers in Washingtion and the cherry orchardists in Michigan will drop Winter Garden and Valley migrant laborers, which they now must have, just as quickly as Valley cotton growers dropped the bracero: When a machine is made to pull apples and pick cherries at less cost.

Private enterprise and individual initiative. When migrants roam no longer, their homebase areas can become little Pennsylvanias and West Virginias. Schools, industry, and government have this not too far in front of them. They can ignore it with "Am I my brother's keeper?" But this can be and probably will be fatal. Migrancy has its problems and ill effects; but migrants do contribute much to the economy of the areas where they work. They are largely self-supporing, from their increased earnings in the areas to which they go, as they come back home for half the year or less. Completely uprooted, they can become public charges, and as such will sap and ruin the economy of the areas, killing off banks, business, and farming, and choking schools which will then have plenty of *Time* with them but no substance.

In a country of private enterprise each is his own keeper; but one must know himself and his brother to have enterprise for each in his own sphere of operation with non-encroachment on operating rights and private property.

Through schools, churches, and state and national agencies there must be continued development of personal skills and abilities and *personal responsibilities.* Hindsight is always correct, for it is never tested. Foresight is out front and often wrong, for it meets tests.

Our hindsight about migrancy can be our foresight for approaching the effects of mechanization and automation and the entailed responsibilites of school and society.

VI.	Appendix: Population Group Study Basic data of Foreseeable Conditions Study	Pages 94-118

This is not bound here. It was mailed to the Advisory Committee November 30, 1962. It can be identified by

1. It is stapled to a blue manuscript cover.
2. On the second sheet is the heading:

FACTUAL AND STATISTICAL STUDY, POPULATION CHARACTERISTICS, TEXAS, 1960
Number six to seventeen years of age
Number of whites with Spanish surname
Scholastic population
Negro population concentration
Effect of Population Characteristics on Enrollment, Average Daily Attendance, Drop-out, and Migrancy